



Summer School

Educational Trajectories and Competence Development – Theoretical Concepts and Methodological Implementations

September 16-27, 2013
Bamberg, Germany

Organized by:

Prof. Dr. Sabine Weinert & Prof. Dr. Dr. Hans-Peter Blossfeld

Coordinated by:

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1. Organizational Information

The SPP 1646 summer school seeks to promote young researchers connected to the **DFG Priority Programme 1646 “Education as a Lifelong Process – Analyzing Data of the National Educational Panel Study”** by strengthening their theoretical and methodological skills in educational research. The summer school consists of a two-week program with varied teaching and learning formats. During the first two days the young researchers will be introduced to the most recent data releases of the National Educational Panel Study (NEPS), with a special focus on competence data.

The official summer school program starts on Wednesday, September 18, with a keynote speech on “Education Across the Life Course: Trends and Comparisons” by Claudia Buchmann (The Ohio State University). Each day places either a theoretical or a methodological focus on a certain topic relevant to educational researchers. In the mornings of the five “Theory Days”, the participants will be given theoretical lectures on different topics of educational research held by leading researchers from different disciplines (sociology, economy, educational research). In the afternoons, these experts will organize discussion sessions in which the research papers submitted by the summer school participants will be extensively discussed. **All participants of the SPP1646 summer school are very welcome to join these discussion sessions but also to actively engage in the discussion of the research papers. Research papers are available for download (password protected) on the SPP website (<https://spp1646.neps-data.de/>). The recommended literature and workshop materials are available for download (password protected) on the SPP website (<https://spp1646.neps-data.de/>).**

Over the three “Methods Days” introductory as well as advanced topics in quantitative methods for the analysis of educational processes will be presented to the summer school participants in the form of lectures combined with practical data workshops. The last day of the summer school, September 27, is a “Combined Day” that combines a “Methods Module” on “Missing Answers in Competence Tests” with a “Substantive Module” on “Foreign Language Learning in German Classrooms”.

The summer school program is supplemented by various social events. On September 18, a welcome reception will be held. On September 19, 23, 25, and 27, participants are invited to a joint dinner, giving them the opportunity to get in touch with each other and also with the invited experts in an informal setting. Finally, on September 20, participants will have the opportunity to join a guided city tour through Bamberg.

2. Program Overview

WEEK 1							
	Monday, September 16	Tuesday, September 17	Wednesday, September 18	Thursday, September 19	Friday, September 20	Saturday, September 21	Sunday, September 22
	NEPS data workshop Daniel Bela & Steffi Pohl		Welcome, Keynote & Educational Decisions	Education, Gender & Migration	Analysis of Life History Data	Multiple Imputation & Multi-Level Analysis	No program
<i>Morning</i>			Welcome & Introduction: <i>Hans-Peter Blossfeld & Sabine Weinert</i>	Lectures: <i>Claudia Buchmann, Hartmut Esser, Frank Kalter</i>	Lecture: <i>Frans Willekens</i>	Lecture: <i>Tenko Raykov</i>	
			Keynote Speech: <i>Claudia Buchmann</i>		Practical Workshop: <i>Frans Willekens</i>	Practical Workshop: <i>Tenko Raykov</i>	
			Lectures: <i>Michelle Jackson & Volker Stocké</i>				
<i>Afternoon</i>		Discussion Sessions Ia (Stocké) & Ib (Jackson)	Discussion Sessions II (Buchmann), IIIa & IIIb (Esser/Kalter)	Leisure program: Guided city tour through Bamberg	Lecture: <i>Tenko Raykov</i>	Practical Workshop: <i>Tenko Raykov</i>	
<i>Evening</i>	-		Welcome Reception (‘Salino’)	Joint Dinner (‘Hofbräu’)	-	-	

WEEK 2					
	Monday, September 23	Tuesday, September 24	Wednesday, September 25	Thursday, September 26	Friday, September 27
	Education and the Life Course	Regional/Neighborhood Effects	Economics of Education & Gender Inequalities in Education	Latent Variable Models & Measures of Competence	Competence Development & Missing Answers in Competence Tests
<i>Morning</i>	Lectures: <i>Steffen Hillmert & Ansgar Weymann</i>	Lecture: <i>Timo Kauppinen</i> Discussion Session VI (Kauppinen)	Lectures: <i>Hessel Oosterbeek & Andreas Hadjar</i>	Lectures: <i>Gabriel Nagy & Götz Rohwer</i>	Lecture: <i>Götz Rohwer</i>
<i>Afternoon</i>	Discussion Sessions IV (Hillmert) & V (Weymann)	Hands-on training with NEPS data	Discussion Sessions VII (Oosterbeek) & VIII (Hadjar)	Practical Workshop: <i>Gabriel Nagy</i>	Lecture: <i>Olaf Köller</i> Discussion Session IX (Köller)
<i>Evening</i>	Joint Dinner ('Fellini')	-	Joint Dinner ('Sternla')	-	Joint Dinner ('Casa Espana')

Legend: Meaning of colors

Red	"Theory Day": Theoretical Lectures and Discussion of Research Papers
Blue	"Methods Day": Methodological Lectures and Practical Data Workshops
Green	Combination: "Theory & Methods Day"

3. Detailed Program

WEEK 1

Monday, September 16: 3rd NEPS Data Workshop for the SPP1646

10.00 – 17.00	Introduction into the training course Introduction into competence data of the NEPS Introduction into the data structure of the Starting Cohort 2 (kindergarten) Introduction into the data structure of the Starting Cohort 3 (5th grade)
R109A	Introduction into the data structure of the Starting Cohort 4 (9th grade)

Tuesday, September 17: 3rd NEPS Data Workshop for the SPP1646

10.00 – 17.00	Introduction into the data structure of the starting cohort 5 (Students) Introduction into the data structure of the starting cohort 6 (Adults) Study documentation and the NEPSplorer Data exercises
R109A	Hands-on work on the data

Wednesday, September 18: Opening & Educational Decisions

09.00 – 9.15	Welcome & Introduction to the Summer School Hans-Peter Blossfeld (European University Institute) & Sabine Weinert (University of Bamberg)
R104	
09.15 – 10.15	Education Across the Life Course: Trends and Comparisons (Keynote). Claudia Buchmann (The Ohio State University)
R104	
<i>Coffee</i>	
10.30 – 12.00	Social Inequality in Educational Success. Theoretical Explanations and Empirical Evidence. Volker Stocké (University of Kassel)
R104	
<i>Coffee</i>	
12.15 – 13.45	How is Inequality of Educational Opportunity Generated? The Case for Primary and Secondary Effects. Michelle Jackson (Stanford University)
R104	
<i>Lunch</i>	
15.15 – 16.45	Discussion Session Ia (Jackson & Stocké) <i>Papers by:</i> Blossfeld P, Hartung A, Riedel C
R104	
<i>Coffee</i>	
17.00 – 18.30	Discussion Session Ib (Jackson & Stocké) <i>Papers by:</i> Scholten M, Schührer S, Teicke M
R104	
19.00	Welcome Reception (Salino)

Thursday, September 19: Education, Gender & Migration

09.00 – 10.30	Gender and Education: Shifting Terrain and New Domains for Research. Claudia Buchmann (The Ohio State University)
R104	
<i>Coffee</i>	
10.45 – 12.15	Ethnic Resources and Skill Development by Pre-School-Migrant-Children. Hartmut Esser (University of Mannheim)
R104	
<i>Coffee</i>	
12.30 – 13.45	Ethnic Diversity and Social Integration in European Classrooms. Frank

R104	Kalter (University of Mannheim)	
	<i>Lunch</i>	
15.15 – 16.45 II: R204 III: R104	Discussion Session II (Buchmann) <i>Papers by:</i> Blossfeld GJ, Kosyakova Y, Skopek J	Discussion Session IIIa (Esser & Kalter) <i>Papers by:</i> Arcarons AF, Edele A, Seuring
	<i>Coffee</i>	
17.00-18.30 R104	Discussion Session IIIb (Esser & Kalter) <i>Papers by:</i> Fischer-Neumann M, Siegert M, Strobel B	
19:00	Joint Dinner (Hofbräu)	

Friday, September 20: Analysis of Life History Data	
09.00 – 10:30 R104	Analysis of Life History Data. Frans Willekens (MPIDR)
	<i>Coffee</i>
10:45 – 12:15 R104	Analysis of Life History Data (Practical Workshop). Frans Willekens (MPIDR)
	<i>Lunch</i>
Afternoon	Leisure Program: Guided city tour through Bamberg

Saturday, September 21: Multiple Imputation & Multi-Level Analysis	
09.00 – 10:30 R104	Multiple Imputation: A State-of-the-Art Method for Analysis and Modeling of Incomplete Data Sets (Practical Workshop). Tenko Raykov (Michigan State University)
	<i>Coffee</i>
10:45 – 12:15 R104	Multiple Imputation: A State-of-the-Art Method for Analysis and Modeling of Incomplete Data Sets (Practical Workshop). Tenko Raykov (Michigan State University)
	<i>Lunch</i>
13.30 – 15.00 R104	Multilevel Modeling: A Practical Approach (Practical Workshop). Tenko Raykov (Michigan State University)
	<i>Coffee</i>
15.15 – 16.45 R104	Multilevel Modeling: A Practical Approach (Practical Workshop). Tenko Raykov (Michigan State University)

Sunday, September 22	
No program	

WEEK 2

Monday, September 23: Education and the Life Course		
09.30 – 11.00 R104	Social inequality in education: A life course perspective. Steffen Hillmert (University of Tübingen)	
<i>Coffee</i>		
11.15 – 12.45 R104	States, Markets, and Education. The Rise and Limits of the Education State. Ansgar Weymann (University of Bremen)	
<i>Lunch</i>		
14.15 – 15.45 R104	Discussion Session IV (Hillmert) <i>Papers by:</i> Holtmann AC, McMullin P, Minello A	
<i>Coffee</i>		
16.00 – 17.30 R104	Discussion Session V (Weymann) <i>Papers by:</i> Dämmrich J, Sánchez Guerrero L	
19:00	Joint Dinner (Fellini)	
Tuesday, September 24: Regional/Neighborhood Effects & Hands-on training with NEPS data		
09.30 – 11.00 R104	Methodological challenges in studying neighbourhood effects on educational outcomes. Timo Kauppinen (National Institute for Health and Welfare, Finland)	
<i>Coffee</i>		
11.15 – 12.45 R104	Discussion Session VI (Kauppinen) <i>Papers by:</i> Weßling K, Wicht A	
<i>Lunch</i>		
14.15 – 15.45 R109A	Hands-on training with NEPS data (optional)	
<i>Coffee</i>		
16.00 – 17.30 R109A	Hands-on training with NEPS data (optional)	
Wednesday, September 25: Economics of Education & Gender Inequalities in Education		
09.30 – 11.00 R104	Recent Developments in the Empirical Methods of Economics of Education. Hessel Oosterbeek (University of Amsterdam)	
<i>Coffee</i>		
11.15 – 12.45 R104	Gender Inequalities in Education. Andreas Hadjar (University of Luxembourg)	
<i>Lunch</i>		
14.30 – 16.00 VII: R204 VIII: R104	Discussion Session VII (Oosterbeek) <i>Papers by:</i> Rzepka S, Wenz SE	Discussion Session VIII (Hadjar) <i>Papers by:</i> Buchler S, Gatermann D, Hausmann AC
19:00	Joint Dinner (Sternla)	
Thursday, September 26: Latent Variable Models & Measures of Competence		
09.30 – 11.00	Challenges in Assessing Student Achievement and Achievement Change:	

R104	Modeling Systematic Violations to Measurement Equivalence. Gabriel Nagy (IPN - Leibniz Institute for Science and Mathematics Education)
<i>Coffee</i>	
11.15 – 12.45 R104	Multiple Group Item Response Models for Testing Measurement Invariance (Practical Workshop). Gabriel Nagy (IPN - Leibniz Institute for Science and Mathematics Education)
<i>Lunch</i>	
14.15 – 15.45 R104	Constructions of Measures of Competence for Regression Analyses. Götz Rohwer (Ruhr-Universität Bochum)
<i>Coffee</i>	
16.00 – 17.30 R104	Constructions of Measures of Competence for Regression Analyses. Götz Rohwer (Ruhr-Universität Bochum)

Friday, September 27: Competence Development & Missing Answers in Competence Tests	
09.30 – 11.00 R104	Missing Answers in Competence Tests. Götz Rohwer (Ruhr-Universität Bochum)
<i>Coffee</i>	
11.15 – 12.45 R104	Missing Answers in Competence Tests. Götz Rohwer (Ruhr-Universität Bochum)
<i>Lunch</i>	
14.15 – 15.45 R104	What do we know about foreign language learning in German classrooms? Olaf Köller (IPN - Leibniz Institute for Science and Mathematics Education)
<i>Coffee</i>	
16.00 – 17.30 R104	Discussion Session IX (Köller) <i>Papers by:</i> Freund JD, Köhler C, Sommer A
19:00	Joint Dinner (Casa Espana)

4. Registration and Location

The summer school takes place at the Wilhelmspost, located at Wilhelmsplatz 3, 96047 Bamberg. All lectures, practical workshops and discussion session will be held in **room 104 (R104)** on the first floor, except for discussion session II, headed by Claudia Buchmann (Thursday, Sept 19, 15.15-16.45) and discussion session VIII, headed by Hessel Oosterbeek (Wednesday, Sept 25, 14.30-16.00). These two session will be held in **room 204 (R204)** on the second floor. The NEPS data workshop on Sept 16-17, as well as the hands-on training with NEPS data on Sept 24 will take place in **room 109A (R109A)** on the first floor.

Registration will be open throughout the whole duration of the summer school. The **registration desk** can be found in **R104**.

Directions to the Wilhelmspost

Wilhelmsplatz 3, 96047 Bamberg

By train

To walk from the railway station takes about 10 to 15 minutes.

- Standing in front of the railway station with the trains to your back, just head for the street right in front of you, named 'Luitpoldstraße'.
- Follow this street until you cross the canal bridge. Then, turn left onto 'Heinrichsdamm', walking alongside the canal.
- After about 300 meters, you will arrive at an intersection where you will also find a second canal bridge ('Marienbrücke').
- Our building 'Wilhelmspost' is the historical building in front of you, at the right-hand side of this intersection, namely at the corner 'Heinrichsdamm'/ 'Wilhelmstraße'.
- The entrance is located in the backyard of the 'Wilhelmspost' building.

By car

Coming from Autobahn A73

- Exit Autobahn A73 at 'Bamberg Ost'.
- Stay on 'Pödeldorfer Straße' and follow the signs to 'Innenstadt' (city center).
- Follow this street for about 4.5 kilometers until you drive across the canal bridge ('Marienbrücke').
- Turn left into 'Heinrichsdamm' directly after this canal bridge.
- The historical building 'Wilhelmspost' to your right is our office building.

Coming from Autobahn A70

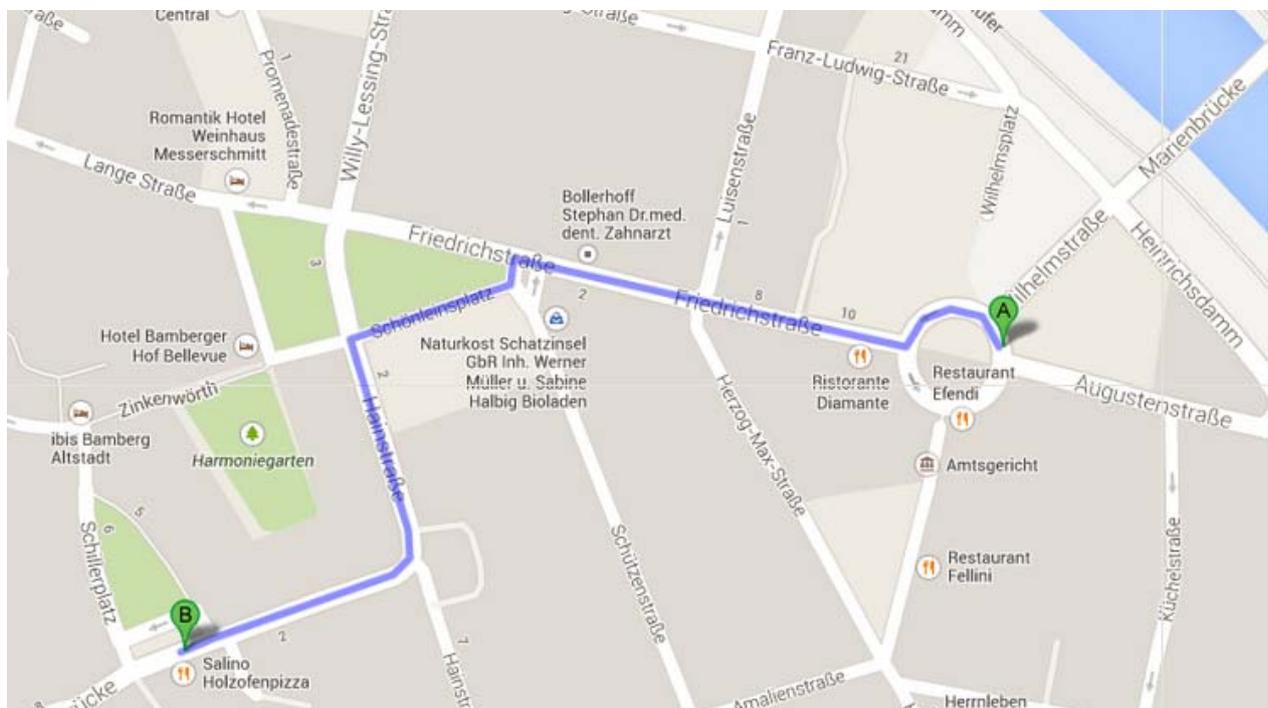
- Exit Autobahn A70 at 'Bamberg' and take the 'Berliner Ring' to Bamberg city center.
- Stay on this highway. After about 3.5 kilometers, you will reach an intersection with a 'Hein Gericke' shop to your right.
- Turn right into 'Starkenfeldstraße'. Follow this street for about 2 kilometers and until you drive across the canal bridge ('Marienbrücke').
- After this canal bridge, turn left into 'Heinrichsdamm'. The historical building 'Wilhelmspost' to your right is our office building.

Travel and accommodation costs for regular summer school participants will be reimbursed after the summer school. Please make sure to keep your original travel tickets until after the summer school.

5. Welcome Reception and Joint Dinners

The welcome reception takes place on the evening of Wednesday, September 18, 19.00 at the Italian restaurant 'Salino' (Schillerplatz 11, 96047 Bamberg). Please note that you need to register for the dinner via e-mail to spp.neps@uni-bamberg.de. On September 19, 23, 25, and 27, participants are invited to a joint dinner, giving them the opportunity to get in touch with each other and also with the invited experts in an informal setting. Costs for the joint dinners must be met by the participants themselves. Finally, on September 20, participants will have the opportunity to join a guided city tour through Bamberg (cost: €7). Participants are requested to register their names for the city tour via e-mail to spp.neps@uni-bamberg.de.

Route from the Wilhelmspost to the restaurant 'Salino' (Source: Google Maps 2013)



6. Lunch, Coffee and Tea Breaks

Coffee, tea, and sweets will be served during breaks. Unfortunately, lunch meals cannot be provided but we can recommend the following restaurants in close vicinity to the summer school venue:

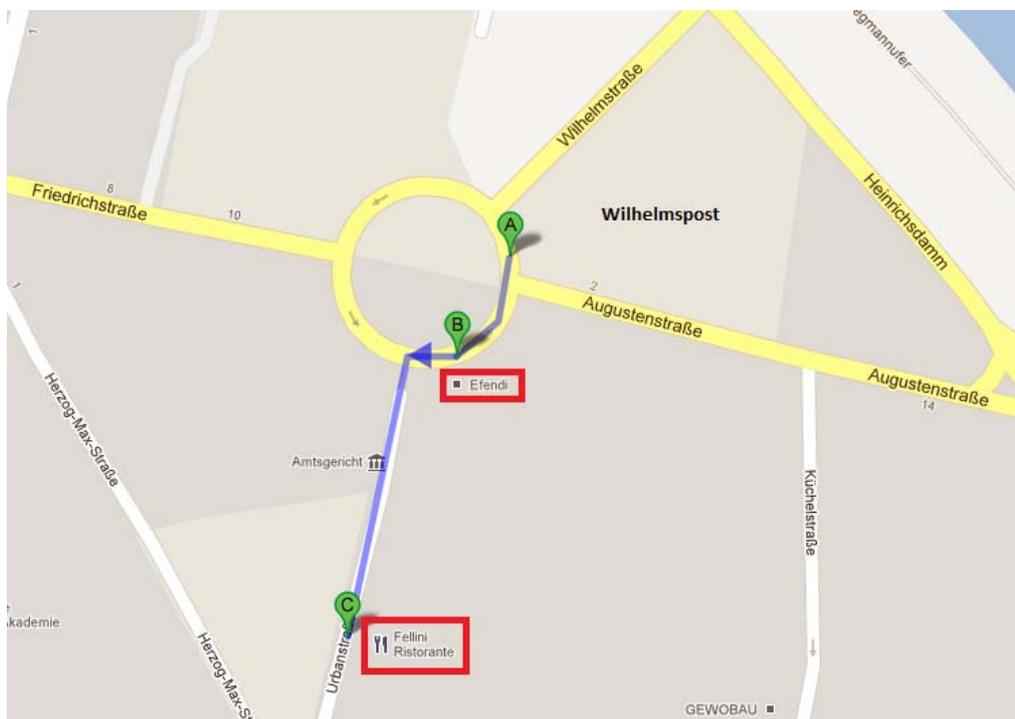
Fellini – Italian Restaurant
Urbanstraße 6, 96047 Bamberg

Business lunch for about €

Efendi – Turkish Specialities
Urbanstraße 18, 96047 Bamberg

Lunch from €3.5 to €

Route from the Wilhelmspost to the recommended restaurants for lunch (Source: Google Maps 2012)



7. Audiovisual Equipment and Internet Access

Audiovisual Equipment

The meeting rooms are fully equipped with a laptop and projector.

Internet Access

The University of Bamberg is a participant in the eduroam Project (DFN Roaming). For further information please visit: <http://www.uni-bamberg.de/netz-service/mobil/eduroam-dfnroaming/>

8. Lectures & Workshops

Keynote Speech: Claudia Buchmann

The Ohio State University, USA, E-mail: buchmann.4@sociology.osu.edu
“Education Across the Life Course: Trends and Comparisons”

Abstract: Macro social trends such as globalization and demographic changes have large implications for individuals’ educational processes and trajectories across the life course, but they are seldom central in our research. This talk considers how globalization impacts educational processes and learning with a particular focus on the example of shadow education – or supplementary learning activities outside of formal schooling -- throughout the world. Children and youth in all countries in the world today are far more likely to take part in some type of shadow education than the prior generation. This trend raise important questions for further research. Demographic trends, such as aging populations, declining fertility rates, rising immigration, and growing diversity in family forms and life course trajectories, also shape individuals’ educational experiences. Along with understanding the often homogenizing forces of globalization and demographic change, we must consider how differences across societies and educational systems shape educational processes and outcomes. I provide several examples of how a comparative lens can be valuable for extending knowledge and expanding theories of the life course in modern industrialized societies.

Literature Recommendations:

Blossfeld, H.-P. 2009. “Comparative Life Course Research: A Cross-National and Longitudinal Perspective.” In *The Craft of Life Course Research*, Elder and Giele (eds.)

Buchmann, C. 2011. “Frontiers in Comparative and International Sociology of Education: American Distinctiveness and Global Diversity.” In *Frontiers in Sociology of Education*, edited by Maureen Hallinan.

Kristen, Rommer, Muller & Kalter. 2005. *Longitudinal Studies for Education Reports: European and North American Examples*. Education Reform Volume 10. Berlin: BMBF.

Buchmann, Claudia

The Ohio State University, USA, buchmann.4@sociology.osu.edu

“Gender and Education: Shifting Terrain and New Domains for Research”

Abstract: For much of the twentieth century, women lagged considerably behind men in their educational attainment. But in recent decades women made substantial educational gains, such that today in most industrialized societies, women outperform men on several key benchmarks, including the receipt of university degrees. This lecture will focus on the case of the United States and address the following questions: How did women come to be the majority of college degree recipients, despite the fact that men and women have similar levels of academic aptitude? Why are so many males underachieving relative to their abilities? Why does gender segregation in fields of study persist despite women's impressive gains in university degrees? And, what are the best strategies to ameliorate gender gaps in educational achievement and attainment in the United States today? This Lecture will discuss these questions and highlight findings from my recent book *The Rise of Women: The*

Growing Gender Gap in Education and What it Means for American Schools. It will conclude with a discussion of pressing questions for future research regarding gender gaps in education.

Literature Recommendations:

Claudia Buchmann, Thomas A. DiPrete and Anne McDaniel. 2008. "Gender Inequalities in Education." *Annual Review of Sociology* 34:319-37.

Thomas A. DiPrete and Claudia Buchmann. 2013. "Gender Disparities in Educational Attainment in the New Century: Trends, Causes and Consequences." Chapter for *US2010: America in the First Decade of the New Century*. NY: Russell Sage Foundation.

Thomas A. DiPrete and Claudia Buchmann. 2013. *The Rise of Women: The Growing Gender Gap in Education and What it Means for American Schools*. NY: Russell Sage Foundation.

Esser, Hartmut

University of Mannheim, Germany, hartmut-esser@t-online.de

"Ethnic Resources and Skill Development by Pre-School-Migrant-Children"

Abstract: The contribution deals with two aspects to explain ethnic and social differences in educational success of migrant children: Differences in early skill development (intelligence, cultural knowledge and language) and the importance of ethnic resources and orientations for that. The main question is whether ethnic resources (mother language abilities and family communication, mixed networks, hybrid identities) contribute additional effects to the development also of early skills in relation to simple one-sided acculturation. It is part of the ongoing debate on „acculturation“ versus „pluralization“ as possible main routes for a successful structural integration of migrants children.

Hadjar, Andreas

University of Luxembourg, Luxembourg, andreas.hadjar@uni.lu

"Gender Inequalities in Education"

Abstract: Gender inequalities in educational attainment are highly considered in public and scientific discourses. Before the educational expansion with its core phase beginning in the 1960s, girls achieved lower educational levels than boys. Girls benefited much from the expansion of the education systems in Europe. In many countries, girls show better performances than boys in some subjects and better overall results. They are now more likely than boys to transit to upper secondary schools. However, the actual transition rates to Higher Education of women – being eligible to enter universities – are still lower than those of men, and there is still a rather persistent gender segregation in choice of study and vocational choice.

The lecture starts out from a description of gender inequalities along different stages of the educational career. Then different countries are compared regarding gender inequalities in education taking institutional characteristics of the education and social systems into account. Following it is focused on theoretical approaches to explain certain kinds of gender

inequalities. Finally, results from a Swiss mixed-method study on gender inequalities in educational attainment at secondary schools are presented.

Hillmert, Steffen

University of Tübingen, Germany, steffen.hillmert@uni-tuebingen.de

“Social Inequality in Education: A Life Course Perspective”

Abstract: The life course has become a useful paradigm for the dynamic study of social inequality. Within this paradigm, however, various analytical concepts can be distinguished. This presentation discusses a selection of life-course approaches and their implications for research on social inequalities in education. With regard to theory, there is a focus on mechanisms of (dis)continuity along the life course and their potential links to institutions. Regarding measurement, the central question is how to map change in social inequality along the life course. An important strand of research relies on transition models, but there are also alternatives, e.g. aggregate measures that relate to the concept of cumulative advantage.

Jackson, Michelle

Stanford University, USA, mvjsoc@stanford.edu

“How is Inequality of Educational Opportunity Generated? The Case for Primary and Secondary Effects”

Abstract: In this lecture I discuss the distinction between ‘primary’ and ‘secondary’ effects. ‘Primary’ effects describe differences in educational performance between children of different social origins, maybe due to origin-specific cultural or genetic factors. ‘Secondary’ effects, in contrast, describe the different choices made by children from different social origins. Even if previous educational performance is held constant, the possibility remains that children of advantaged background will more often opt to stay on in full-time education, or to take more ambitious educational courses than will children of less advantaged background. By considering educational inequalities as the overall consequence of separate processes and identifying which factors are involved in these processes, we gain greater theoretical and empirical precision. Furthermore, whether primary or secondary effects play a larger role in creating overall educational inequalities has clear policy relevance. If differences in performance are the main drivers of educational inequality, policies aimed at reducing those differences would have a very large impact in reducing overall inequality. On the other hand, if differences in the choices made by students at the same level of performance have a significant impact, policies aimed at changing constraints and incentives hold more promise.

Literature Recommendations:

Jackson M, Erikson R, Goldthorpe JH & Yaish M, 2007. Primary and Secondary Effects in Class Differentials in Educational Attainment: the Transition to A-Level Courses in England and Wales. *Acta Sociologica*, 50(3), 211-229.

Erikson R, Goldthorpe JH, Jackson M, Yaish M & Cox DR, 2005. On Class Differentials in Educational Attainment. *Proceedings of the National Academy of Sciences*, 102(27), 9730-9733.

Kalter, Frank

University of Mannheim, USA, kalter@uni-mannheim.de

“Ethnic Diversity and Social Integration in European Classrooms”

Abstract: The consequences of ethnic diversity on societal integration are under heavy public and scientific dispute. Research on this topic has received much attention, at the latest when Robert Putnam (2007) claimed that in ethnically diverse settings there tends to be a decline in social cohesion, thus challenging the by then dominant multiculturalist view, which emphasizes the beneficial effects of ethnic mixing. The empirical evidence to date is ambiguous, not least because studies often rely on very different types of settings and very different, often questionable indicators of social cohesion.

In this talk I study the consequences of ethnic diversity for social cohesion with the help of the Children of Immigrants Longitudinal Survey in Four European Countries (CILS4EU). The survey has interviewed almost 20,000 adolescents in over 1,000 classrooms in England, Germany, Sweden, and the Netherlands. It has over-sampled schools with a high ethnic density, measured a rich repertoire of integration-related concepts, and included detailed socio-metric information. This gives us the rare opportunity to measure social cohesion in appropriate network analytical terms, using the classroom as the unit of analysis.

Kauppinen, Timo

National Institute for Health and Welfare, Finland, timo.kauppinen@thl.fi

“Methodological challenges in studying neighbourhood effects on educational outcomes”

Abstract: The lecture will address central methodological challenges when studying neighbourhood effects on educational outcomes. I will start from the six “paramount challenges” of neighbourhood effects research identified by George Galster (2008): (1) defining the geographic scale of the neighbourhood, (2) identifying mechanisms of the neighbourhood effects, (3) measuring appropriate neighbourhood characteristics, (4) measuring intensity and duration of exposure to neighbourhood, (5) measuring individual characteristics associated with neighbourhood selection, and (6) mutual causality between individual and neighbourhood characteristics. Then I will move on to specific challenges related to studying neighbourhood effects on educational outcomes such as taking the school context into account. I use examples from recent research and I will also refer to the possibilities and challenges related to the NEPS data. I focus mostly on the neighbourhood level, but many methodological challenges apply similarly to the analysis of regional effects.

Literature Recommendations:

Galster, George (2008) Quantifying the Effect of Neighbourhood on Individuals: Challenges, Alternative Approaches, and Promising Directions. *Schmollers Jahrbuch* 128, 1-42.

Köller, Olaf

IPN - Leibniz Institute for Science and Mathematics Education, Germany, koeller@ipn.uni-kiel.de

“What do we know about foreign language learning in German classrooms?”

Abstract: High levels of foreign language skills are crucial in many occupational fields. This is particular true for English, which is typically the first foreign language students learn in German schools. Therefore a lot of research has been carried out during the last 15 years to study how effective English instruction in German classrooms is. In my talk, I will present findings of studies

- on the outcomes of English instruction at the end of lower secondary school and at the end of upper secondary school,
- estimating learning gains in English per school year,
- on the effects of learning English as a foreign language in an English speaking country,
- on the effects of learning English as the first foreign language vs. learning English as the second foreign language,
- on the effects of bilingual and immersion programs, and finally
- on the effects of class composition on English learning.

Nagy, Gabriel

IPN - Leibniz Institute for Science and Mathematics Education, Germany, nagy@ipn.uni-kiel.de

“Challenges in Assessing Student Achievement and Achievement Change: Modeling Systematic Violations to Measurement Equivalence”

Abstract: The assessment of student achievement is at the core of large-scale educational research. Common characteristics of recent studies conducted in this field are that they rest on complex assessment designs intended to cover large sets of test items (i.e., rotated multi-matrix designs) and/or employ longitudinal assessments of the achievement domains under consideration. In both cases, common procedures for measuring student achievement are based on the assumption of measurement equivalence. In the case of rotated multi-matrix designs, it is assumed that items function in the same way regardless of the position in which the items are presented to the examinees. In cases of longitudinal studies, it is assumed that the tests function in the same way on each occasion of measurement.

In this presentation, I argue that systematic violations of measurement equivalence are likely to occur in both situations. Modeling such systematic violations gives further insight into the meaning and validity of test scores and enables a more fine-grained assessment of achievement change. I will provide examples documenting (1) qualitative structural changes as a source of violations to measurement equivalence, (2) practice effects leading to violations of longitudinal measurement equivalence, and (3) item position effects as a main reason for the violations of measurement equivalence in rotated multi-matrix designs. I will show that practice effects and item position effects are likely to vary across individuals and to be meaningfully related to variables often investigated in educational research. Hence, failing to account for such effects harms the validity of conclusions about the correlates of achievement and achievement gain.

“Multiple Group Item Response Models for Testing Measurement Invariance”

Abstract: Investigations of measurement invariance within the factor analytic framework have a longstanding tradition (Meredith, 1993). Most applications rely on a series of increasingly restricted factor models by posing invariance restrictions on (1) factor loadings, (2) measurement intercepts, and (3) unique variances. Given the conceptual similarity between the congeneric factor analysis model and the 2 parameter item response theory (IRT) model, it is tempting to employ the same series of restrictions to multiple group versions of the 2 parameter IRT model. However, such applications are complicated due to the fact that the unique variances are not included as free parameters in the traditional IRT framework. As shown by Muthén and Lehman (1985), the discrimination parameters included in the 2 parameter IRT model can be conceived as combinations of factor loadings and unique variances. Based on this reasoning, they proposed identification restrictions which enable the assessment of group differences in unique variances within the IRT framework. These models can be estimated with the Mplus program (Muthén & Muthén, 2012) by employing limited information estimation techniques.

This workshop deals with the application of the multiple group IRT model within the Mplus framework. Issues of model identification and model testing (Millsap & Yun-Tein, 2004) will be discussed and practiced with real data examples. Furthermore, the implementation of the Muthén and Lehman (1985) approach within the full information maximum likelihood estimation framework will be outlined.

References/Literature Recommendations:

Meredith, W. (1993). Measurement invariance, factor analysis and factorial invariance. *Psychometrika*, 58, 525-543.

Millsap, R.E., & Yun-Tein, J. (2004). Assessing factorial invariance in ordered-categorical measures. *Multivariate Behavioral Research*, 39, 475-515.

Muthén, B.O., & Lehman, J. (1985). Multiple group IRT modeling: Applications to item bias analysis. *Journal of Educational and Behavioral Statistics*, 10, 133-142.

Muthén, L.K., & Muthén, B.O. (2012). *Mplus user's guide*. Seventh edition. Los Angeles, CA: Muthén & Muthén.

Oosterbeek, Hessel

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“Recent Developments in the Empirical Methods of Economics of Education”

Abstract: This lecture consists of two parts. In part one I discuss the use of sources of exogenous variation in combination with (administrative) data to learn about the long term outcomes of education interventions. Examples of such interventions include: teacher quality, peer effects on kindergarten and class size. In part two I discuss the use of incentivized measures of attitudes (including competitiveness, risk tolerance and confidence) to help explain relevant education choices and gender differences therein.

Literature Recommendations:

Niederle M & Vesterlund L, 2007. Do Women Shy Away from Competition? Do Men Compete Too Much? *The Quarterly Journal of Economics*, 122(3), 1067-1101.

Buser T, Niederle M & Oosterbeek H, 2012. Gender, Competitiveness and Career Choices. *NBER Working Paper* No. 18576

Chetty R, Friedman JN, Hilger N, Saez E, Whitmore Schanzenbach D & Yagan D, 2011. How Does Your Kindergarten Classroom Affect Your Earnings? Evidence from Project Star. *The Quarterly Journal of Economics*, 126(4), 1593-1660.

Ketel N, Leuven E, Oosterbeek H & van der Klaauw B, 2013. The returns to medical school in a regulated labor market: Evidence from admission lotteries.

Fredriksson P, Öckert B & Oosterbeek H, 2013. Long-Term Effects of Class Size. *The Quarterly Journal of Economics*, 128(1), 249–285.

Raykov, Tenko

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“Multiple Imputation: A State-of-the-Art Method for Analysis and Modeling of Incomplete Data Sets”

Abstract: This half-day workshop commences with a brief discussion of three main mechanisms of data missing in incomplete data sets. Flaws and limitations of traditional approaches to dealing with missing data are then indicated. Multiple imputation is next described as a state-of-the-art method for statistical analysis and modeling in the presence of missing data. The theoretical basis of this approach is then outlined. Numerical examples are used subsequently to illustrate the application of multiple imputation, with the pertinent Stata input and output focused on in detail. Frequently asked questions about this method, and their answers, conclude the presentation of the workshop. Hands-on experience is offered in the final hour of the workshop, when participants are invited to analyze a pair of incomplete data sets using multiple imputation and the Stata commands discussed in its preceding part.

“Multilevel Modeling: A Practical Approach”

Abstract: This half-day workshop commences with a brief discussion of the reasons why multilevel model is needed and classical (single-level) models inadequate in hierarchical data settings. Limitations of traditional statistical modeling methods to dealing with two-level (or higher level) data are thereby indicated. A readily applicable approach to point and interval estimation of the intraclass correlation coefficient, a major index of clustering/nesting effect, is then outlined. The random intercept model, which represents the simplest two-level model with covariates, is subsequently considered, followed by more complex, random regression models. The focus then moves to nonlinear multilevel models, including comparison of such non-nested models. Numerical examples are used throughout the discussion to illustrate the pertinent applications of multilevel modeling, with the corresponding Stata input and output discussed in detail. Hands-on experience is offered in the final hour of the workshop, when participants are invited to analyze several multi-level data sets using the Stata commands dealt with in its preceding part.

Rohwer, Götz

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“Constructions of measures of competence for regression analyses”

Abstract: The talk will discuss three methods to use data from competence tests in regression analyses: (a) Simple summary measures, (b) construction of variables with Rasch models, (c) enlarged Rasch models which allow the inclusion of covariates. The methods will be illustrated with NEPS data.

“Missing answers in competence tests”

Abstract: The talk will discuss problems resulting from missing answers in competence tests. Different interpretations of the meaning of such "missing values" will be compared. Corresponding methods will be discussed and illustrated with NEPS data.

Stocké, Volker

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“Social Inequality in Educational Success. Theoretical Explanations and Empirical Evidence”

Abstract: This lecture starts in the first part with an overview about the present state of inequality in educational opportunity (IEO) with respect to class origin and the development of these effects over time. Secondly, major explanations for effects of social origin on educational outcomes from the sociology of education are presented. Very frequently used explanations are those from rational-choice theory (RCT), social reproduction theory (SRT) and social capital theory (SCT). RCT assumes effects of social origin to result because of instrumentally rational calculations. In contrast SRT, from a conflict theoretical perspective, assumes class specific habitus and unequal access to different kinds of capital to be the reason for social origin effects. Explanations from SCT, being the most heterogeneous approach, assume social networks to provide segregated access to resources relevant for educational success. This perspective includes as well the special resources of having reference groups and significant others with ambitious educational expectations and being positive role models. The three paradigms for explaining IEO will be discussed and their empirically testable predictions compared. In the third part of the lecture an overview about empirical results, supporting or contradicting the different theoretical views will be provided.

Literature Recommendations:

Breen, Richard, and Jonsson, Jan O. (2005): Inequality of Opportunity in Comparative Perspective: Recent Research on Educational Attainment and Social Mobility. In: *Annual Review of Sociology*, 31, 223-243.

Breen, Richard, Luijckx, Ruud, Müller, Walter & Pollak, Reinhard (2009). Nonpersistent Inequality in Educational Attainment: Evidence from Eight European Countries. *American Journal of Sociology*, 114, S. 1475–1521.

Dika, Sandra L. and Singh, Kusum (2002): Application of Social Capital in Educational Literature: A Critical Synthesis. *Review of Educational Research* 72: 31-60.

Lareau, Anette und Weininger, Elliot B. (2003): Cultural Capital in Educational Research: A Critical Assessment, *Theory and Society* 32: 567-606.

Sewell, William H., Haller, Archibald O. and Ohlendorf, George W. (1970): The Educational and Early Occupational Status Attainment Process: Replication and Revision. *American Sociological Review* 35: 1014-1027.

Singer, Eleanor (1981): Reference Groups and Social Evaluations. In: Rosenberg, Morris and Turner, Ralph H. (Eds.): *Sociological Perspectives*. 66-93, New York: Basic Books.

Stocké, Volker. (2007): Explaining Educational Decision and Effects of Families' Social Class Position: An Empirical Test of the Breen-Goldthorpe Model of Educational Attainment. *European Sociological Review* 23: 505-519.

Stocké, Volker, Blossfeld, Hans-Peter, Hoenig, Kerstin, & Sixt, Michaela (2011). Social inequality and educational decisions in the life course. In Hans-Peter Blossfeld, Hans-Günther Roßbach, & Jutta von Maurice (Eds.), *Education as a lifelong process: The German National Educational Panel Study (NEPS)* (pp. 103–119). Wiesbaden: VS Verlag für Sozialwissenschaften.

Willekens, Frans

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“Analysis of Life History Data.”

Abstract: Life histories are represented by sequences of states and/or sequences of transitions between states. The history may be described in discrete or continuous time. In this presentation I consider histories in continuous time. The movements between states are governed by origin-destination specific transition rates that vary with age and depend on current personal attributes, past experiences and contextual factors. Transition intensities may also depend on duration in a state. Multistate models are used for explanation and prediction. Multistate models have been developed in biostatistics (survival analysis), demography and sociology.

In the lecture, I review the theory of multistate modeling. It consists of three parts.

a. Estimation of transition rates: a counting process point of view

Transition rates are estimated by relating event counts to exposure times. A sequence of event counts is a counting process and a sequence of numbers at risk is a risk process. Two approaches are distinguished: a non-parametric approach (the Nelson-Aalen estimator) and a parametric approach (occurrence-exposure rates).

b. Computation of life-history indicators from transition rates

The following indicators are considered: transition probabilities, state occupation probabilities, expected waiting times and expected state occupation times.

c. Synthetic life histories

The transition rates estimated from the data are used in longitudinal microsimulation to generate individual life histories. The discrete event simulation method (DEV) is used. The

outcome is a virtual population, which mimics the real population and may be used as a “virtual laboratory” to perform simulation experiments.

In the practical workshop, I present the R package Biograph. The package was designed to help explore life history data and to facilitate the estimation of multistate models. It uses the graphical capabilities of R to visualize life histories of individuals and cohorts.

Biograph facilitates teaching multistate survival analysis. For instance, it has a utility to retrieve for subjects in the sample the observed life histories and the different types of episodes (open, closed; episodes ending in the event of interest, censored episodes) that are considered in the likelihood function. The display of life histories in a Lexis diagram is a powerful method for explaining multistate survival analysis from demographic and process points of view.

Biograph makes the estimation of multistate models more accessible. It prepares input data for packages for survival analysis (survival, eha) and specialized packages for multistate modeling (mvna, mstate and msm). Biograph predicts life-course trajectories using the concepts of synthetic cohort and synthetic biography, which are also central in the life table.

Literature Recommendations:

a. Texts used in course:

Willekens, F. (2013) “*Multistate analysis of life histories with R*” (forthcoming in the Use R! Series, Springer). Biograph is available on CRAN (<http://cran.r-project.org/>) and is fully described in book. Throughout the book, methods are illustrated using the subsample of the German Life History Survey (GLHS) used by Blossfeld and Rohwer (2002) Techniques of event history modeling. New approaches to causal analysis. Erlbaum, Hillsdale, New Jersey. The theory of multistate modeling is presented in chapter 2.

Aalen, O., Ø. Borgan and H.K. Gjessing (2008) *Survival and event history analysis. A process point of view*. Springer, New York.

b. Other suggested reading

Andersen, P.K. and N. Keiding (2002) Multi-state models for event history analysis. *Statistical Methods in Medical Research*, 11:91-115

Mayer, K.U. (2009) New directions in life course research. *Annual Review of Sociology*, 35:413-433

Willekens, F. (2009) *Continuous-time microsimulation in longitudinal analysis*. In: A. Zaidi, A. Harding and P. Williamson eds. *New frontiers in microsimulation modelling*. Ashgate, Surrey, UK, pp. 413-436.

Weymann, Ansgar

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“States, Markets, and Education. The Rise and Limits of the Education State.”

Abstract: Education policy is a core element of the state’s sovereignty and autonomy as a means of integrating society through culture and ideology, as well as a key tool for improving political power and legitimacy of the state through meritocracy and fueling and

stimulating economic growth via human capital investment. The assumed potential of education has made education policy a politicum.

It took centuries before education policy turned into this unquestioned prerogative of the modern state. The rise of the education state comprises major transitions: the early diffusion of founding ideas in Humanism, the Reformation and Enlightenment, the expansion and improvement of institutions in eighteenth century central-state building, and the development of the Western nation-state in the nineteenth century. In the twentieth, human capital, century the education state reached its pinnacle. In the US however, decades of unprecedented growth is followed by stagflation in terms of educational attainment and economic returns to human capital investments. Has the rise of the education state reached its limits?

The front-page coverage of education in leading American, British, French, and German newspapers decreased considerably suggesting the weakening of trust in the national Western education-state. At the beginning of the twentieth century, in a period of victorious nations and empires, there was extensive front-page coverage of domestic and international education policy. In the second half of the century, in a period of polymorphous welfare states, education turned into a cure-all panacea and front-page coverage halved. Most notably, articles on international issues of education waned. The ascent and descent of education policy coverage is closely connected to the rise and fall of states and classes.

In the progressive transformation from western to non-Western globalization, the status of education as a prerogative of the Western nation-state was reduced. At the same time, Adam Smith's political economy of education arrived worldwide. For Europe, the prospects are Internationalization and 'Hellenism', the latter a status of appreciated but passed splendour in a world of superior forces.

9. Participants

	Name	Institution	Mail	Paper	Discussion Session
01	Arcarons, Albert F.	European University Institute (EUI)	albert.arcarons@EUI.eu	Immigrant Youth in Transition: Longitudinal Evidence from School to Work Transitions in Germany and the United Kingdom	IIIa (Esser/Kalter)
02	Blossfeld, Gwendolin J.	Oxford University, Nuffield College	gwendolin.blossfeld@nuffield.ox.ac.uk	What Explains Childlessness in Modern Germany? A Longitudinal Analysis of the Effects of Educational Enrollment, Educational Attainment Level, Labor Force Participation and Career Advancement	II (Buchmann)
03	Blossfeld, Pia	Oxford University, Nuffield College	pia.blossfeld@t-online.de	Changes in Career Mobility of Men in East and West Germany – A Longitudinal Analysis on the Developments before, during and after German Unification	Ia (Jackson)
04	Buchler, Sandra	University of Bamberg	sandra.buchler@uni-bamberg.de	The Influence of Gender on Pathways out of Secondary School: Evidence from Australia	VIII (Hadjar)
05	Dämmrich, Johanna	European University Institute (EUI)	johanna.dammrich@EUI.eu	Gender Differences at Labor Market Entry. Differences among European Countries and the Influence of Country-Specific Characteristics	V (Weymann)
06	Edele, Aileen	Humboldt Universität zu Berlin	aileen.edele@iqb.hu-berlin.de	The Role of Language Minority Students' Oral Skills in First Language (L1) in Predicting Reading Comprehension in Second Language (L2)	IIIa (Esser/Kalter)
07	Fischer-Neumann, Marion	University of Bamberg	marion.fischer-neumann@uni-bamberg.de	Immigrants' Ethnic Identification and Political Involvement – A Longitudinal Study of the German Case	IIIb (Esser/Kalter)
08	Freund, Jan-David	University of Bamberg	jan-david.freund@uni-bamberg.de	The Assessment of Infants' Competencies and Temperament	IX (Köller)
09	Gatermann, Dörthe	Leibniz Universität Hannover	d.gatermann@ish.uni-hannover.de	The Timing of Childbearing and Women's Employment Histories	VIII (Hadjar)
10	Hartung, Andreas	University of Tübingen	andreas.hartung@uni-tuebingen.de	Micro-Social Embedding of Educational Careers	Ia (Stocké)
11	Hausmann, Ann-Christin	Institute for Employment Research (IAB)	ann-christin.hausmann@iab.de	Segregation and the Gender Wage Gap – The 'Chicken-and-Egg' Problem	VIII (Hadjar)
12	Holtmann, Anne Christine	European University Institute (EUI)	anne.holtmann@EUI.eu	Trajectories of Initially High Performing Children from Low Social Backgrounds	IV (Hillmert)
13	Köhler, Carmen	University of Bamberg	carmen.koehler@uni-bamberg.de	Taking the Tendency to Omit Items into Account when Estimating Competence Scores	IX (Köller)
14	Kosyakova, Yuliya	European University Institute (EUI)	yuliya.kosyakova@EUI.eu	Education and its Consequences for Gender Differences in Early Labor Market Career in Soviet and Post-Soviet Russia	II (Buchmann)

15	McMullin, Patricia	European University Institute (EUI)	patricia.mcmullin@EUI.eu	Educational Pathways and their Consequences for Gender Differences at Labor Market Entry	IV (Hillmert)
16	Minello, Alessandra	European University Institute (EUI)	alessandra.minello@EUI.eu	From Mother to Daughter: Changes in Intergenerational Mobility in Germany	IV (Hillmert)
17	Riedel, Cornelia	LMU Munich	cornelia.riedel@edu.lmu.de	Challenges at 5th Grade	Ia (Stocké)
18	Rzepka, Sylvie	Rheinisch-Westfälisches Institut für Wirtschaftsforschung e.V. (RWI)	sylvi.rzepka@rwi-essen.de	Local Employer Competition and Training of Workers	VII (Oosterbeek)
19	Sánchez Guerrero, Laia	European University Institute (EUI)	laia.sanchez@EUI.eu	Educating the Elite: Upper Social Strata Strategies and Educational System Constraints	V (Weymann)
20	Scholten, Mirte	University of Mannheim	mirte.scholten@mzes.uni-mannheim.de	Pathways in and out of Higher Education: Effects of Prior Educational and Vocational Pathways on Higher Education Drop Out in Germany	Ib (Stocké)
21	Schührer, Susanne	European University Institute (EUI)	susanne.schuhler@EUI.eu	Noncognitive Skills and Stratification Outcomes with Regard to Parental Background over the Life Course	Ib (Jackson)
22	Seuring, Julian	University of Bamberg	julian.seuring@uni-bamberg.de	The Validity of Self-Reported Language Proficiency among Immigrant Students	IIIa (Esser/Kalter)
23	Siegert, Manuel	University of Mannheim	masieger@mail.uni-mannheim.de	The Academic Self-Concept of Students with a Migrant Background in Germany	IIIb (Esser/Kalter)
24	Skopek, Jan	European University Institute (EUI)	jan.skopek@EUI.eu	The Postponement of Grandmotherhood: A Cohort Comparison in East and West Germany	II (Buchmann)
25	Sommer, Anja	University of Bamberg	anja.sommer@uni-bamberg.de	Parental Interaction Behavior - Assessment of Different Dimensions and Identification of its Determinants	IX (Köller)
26	Speidel, Matthias	Institute for Employment Research (IAB)	matthias.speidel@iab.de	Evaluation of Imputation Methods for Hierarchical Datasets	[Rohwer]
27	Strobel, Bernadette	University of Bamberg	bernadette.strobel@uni-bamberg.de	Native Language as a "Cultural Anchor"? – The Role of Language Use for the Education of Immigrant Children	IIIb (Esser/Kalter)
28	Teicke, Michael	University of Siegen	teicke@soziologie.uni-siegen.de	Class Structure and Intra-Generational Social Mobility in Contemporary German Society	Ib (Jackson)
29	Wenz, Sebastian	University of Bamberg	sebastian.wenz@uni-bamberg.de	Do Teachers Learn? Investigating Mechanisms of Statistical Discrimination in German Schools	VII (Oosterbeek)
30	Weßling, Katarina	University of Tübingen	katarina.wessling@uni-tuebingen.de	The impact of socio-economic environments on educational attainment:	VI (Kauppinen)

				How do local labour market conditions influence educational decisions at the end of general schooling?	
31	Wicht, Alexandra	University of Siegen	wicht@soziologie.uni-siegen.de	Interchangeable Places? The Impact of Neighborhoods and Schools on Youths' Occupational Aspirations in Germany	VI (Kauppen)

10. Abstracts of Research Papers

1 Arcarons, Albert F.

European University Institute, Italy

“Immigrant Youth in Transition: Longitudinal Evidence from School to Work Transitions in Germany and the United Kingdom”

Abstract: In the last decades western European societies have experienced a demographic shift with significant long-term consequences affecting labour forces and welfare arrangements as a whole (Alba et al. 2011). Two main interlinked structural sociodemographic processes have gained importance. There has been on one hand an aging trend of the population and, on the other, a process of juvenilisation of poverty (OECD 2008; Berthoud and Iacovou 2008). These two processes have resulted in an increase of age inequalities being adults or “insiders” more protected in the labour market but also, and as a result of this labour market protection, in other spheres of life (Bennett 2008). In response to this aging trend, over the last ten years the structure of the population in Europe has changed dramatically due in part to large-scale immigration, immigrants and their offspring representing a substantial share of the population throughout Europe. One of the imperatives is therefore to provide reliable evidence regarding the main mechanisms affecting the performance and choice of immigrant families and their offspring in European educational systems and labour markets. The latter are two central institutions acting as the main pillars sustaining present and forthcoming family arrangements and viable welfare systems. Nevertheless, in Europe there are no official estimates of the size of the second generation, and this results in important methodological difficulties in identifying it, but also in identifying ethnicity – as there is not a standardised definition for comparative research. The second generation is therefore an unknown population in Europe, and one needs to turn to survey-based sources to estimate its size and within group variation (Heath et al. 2008; Cebolla and González 2008).

The immigrant youth is, like native young adults, trapped under uncertainty. There is an increasing process of juvenilisation of poverty, coupled with a more demanding competition brought by the advancement of the knowledge-based economy (Blossfeld et al. 2011), as one of the individual-level effects of globalisation increasing uncertainty. However, the immigrant offspring, especially the second generation, presents high expectations, resembling or even surpassing the ones existing in the host society (Portes et al. 2010). These high expectations take place in a context of educational expansion in nearly all European countries, although it is debatable if this expansion has reduced inequalities or, on the contrary, these have remained persistent (Shavit and Blossfeld 1993; Breen et al. 2009). An increasing amount of rich quality longitudinal panel data oversampling immigrant groups is becoming now available for the first time in Europe, the United Kingdom and Germany being exemplary cases. These emerging data allow for a deeper understanding of typical conditions and concrete causal mechanisms influencing immigrant youth in their performance, as well as guiding their choices in educational and labour markets, providing also new insights to study individual transitions between the two.

I attempt ultimately to answer the following questions derived from the puzzle outlined so far. As a main question, I want to identify from a life course perspective the mechanisms leading to different labour market outcomes – under uncertainty – of immigrant youth,

looking specially at the connection with their previous educational careers (and transitions), as well as the rationale behind choices controlling for different levels of performance. More specifically, I will focus on how these mechanisms work in two countries, the United Kingdom and Germany, categorised as different welfare regime types, i.e. liberal and conservative respectively. Then, through a multilevel approach, I plan to identify the importance of macro and meso level variables (such as, among others, globalisation, educational systems and co-ethnic networks), but also individual change over time (t1-t), affecting the transition to the labour market of immigrant young adults. I am interested in analysing the differences within and across ethnic groups in these transitions, but also to compare them with the native population. Finally, I will focus on individual level variables, paying attention to crucial life-course decision-making processes, considering specially gender differences. Education and labour market outcomes for young immigrants during their early life course are crucial, as they occur at a time in which pivotal decisions with long lasting effects are taken (Blossfeld et al. 2011). A closer look to the transition(s) connecting the educational and labour market experiences offers a unique opportunity to disentangle the main mechanisms behind these individual-level decisions. Education policy is a core element of the state's sovereignty and autonomy as a means of integrating society through culture and ideology, as well as a key tool for improving political power and legitimacy of the state through meritocracy and fueling and stimulating economic growth via human capital investment. The assumed potential of education has made education policy a politicum.

Session IIIa: Esser/ Kalter

Main discussant: Edele, Aileen

2 Blossfeld, Gwendolin J.

Oxford University, Nuffield College, United Kingdom

“What Explains Childlessness in Modern Germany? A Longitudinal Analysis of the Effects of Educational Enrollment, Educational Attainment Level, Labor Force Participation and Career Advancement”

Abstract: Using brand new life course data from the German ‘National Educational Panel Study’ (NEPS), this paper studies the impact of educational enrolment, educational attainment level, labor force participation and career advancement on entry into first motherhood in East and West Germany. Building on economic and sociological theories, it is shown that women’s education has mainly an effect on the time structure of entry into first motherhood over the life course of differently qualified women but not on their final childlessness. Only if higher educated women can turn their educational investments into career resources, there is an effect on childlessness. Furthermore, the highest childlessness can be observed for women who are full-time employed in a high status/high income job and who have only a temporary contract.

Session II: Buchmann

Main discussant: Kosyakova, Yuliya

3 Blossfeld, Pia

Oxford University, Nuffield College, United Kingdom

“Changes in Career Mobility of Men in East and West Germany – A Longitudinal Analysis on the Developments Before, During and After German Unification”

Abstract: During the last two decades, the German labour market has undergone dramatic changes. Particularly important were the event of German unification and the processes of globalization. Before 1989, Germany was separated into two different ideological systems. The German Democratic Republic (GDR) was a socialist country with full employment, a centrally planned economy and a one-party system. In contrast, the Federal Republic of Germany (FRG) was characterized by a pluralistic democracy and a market economy with higher living standards and incomes, greater unemployment risks and a higher level of social inequality (Mayer 2006). After German unification in 1990, the West German law and institutions were almost completely transposed to East Germany (Mayer 2006; Goedicke 2006). For the East German economy and its employment system this meant fundamental transformations after unification. It quickly became clear that East German firms were not globally competitive due to outdated technology, low productivity and a lack of customer networks in the Western countries. The transition from the centrally planned economy to the capitalist market was therefore characterized by a painful reduction of the agricultural and industrial sectors. East German workers often experienced a quick devaluation of their skills and loss of seniority rights. Instead they were confronted with a high unemployment rate and increasing job instability (Mayer 2006). In addition, party members of the former GDR lost their career privileges (Mayer 2006).

German unification, however, did not affect all birth cohorts to the same extent. Older workers who made their careers in the former GDR had difficulties to find jobs in the unified Germany. They were often sent into early retirement. Mid-career workers who entered the labour market in the former GDR had better career chances after the German unification. They were protected against unemployment by recognized qualifications and labour force experience (Mayer and Solga 2010; Solga 2006). Younger East German men who entered the labour market after the unification could start their careers under completely new conditions.

In this paper, I am interested to analyze whether and to which degree East and West German men differ in their career mobility rates before and after unification. Using data from the National Educational Panel Study (NEPS), I will compare the career processes of men born 1944-1986. In particular, I will focus on the youngest labour market entry cohorts of East German men after unification. These men did not only enter the labour market in the unified Germany, they were also mainly educated and trained in the unified German educational system.

During the last two decades, the German labour market was also marked by increasing globalization. Globalization is the “[...] intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (Giddens 1990:64). The economy and the employment system are shaped by globalization through four closely connected macro-structural developments (Blossfeld and Mills 2003): (1) a decreasing importance of national borders combined with an increasing internationalization of finance, product and labour markets (after the fall of the Iron Curtain, economic trade between Eastern and Western countries increased dramatically and offshoring and outsourcing have risen steeply); (2) a rising tax competition between modern welfare states leading to extensive deregulation, privatization and liberalization of domestic industries and markets; (3) an increasing importance of communication and information technologies which allow to connect worldwide

immediately; and (4) a growing importance of and exposure to worldwide exogenous events and developments such as wars, technological innovations, political crises etc. which make local developments increasingly unpredictable. These four developments on the macro level have led to accelerated market uncertainties for employers and firms. To a large extent, these uncertainty pressures on firms have been passed to employees via the flexibilization of work, namely by rising fixed-term and precarious employment forms (Buchholz 2008). However, mid-career men seem to have been highly protected in the German labour market (Scherer 1999). Their jobs are traditionally relatively safe and enable upward job moves based on internal labour markets. However, in 1985 two legislative acts, (1) the opening clauses (Öffnungsklauseln) and (2) the Employment Promotion Act (Beschäftigungsförderungsgesetz) were introduced and have weakened the high level of employee protection in Germany (Kurz, Hillmert and Grunow 2006). The opening clauses make it easier for employers to dismiss their employees and the Employment Promotion Act facilitates the introduction of fixed-term contracts. Recent empirical studies in Germany demonstrate that employment seems to be increasingly less stable, job mobility is rising. However, the majority of studies for Germany still focuses only on West Germany. In this paper I will therefore analyze whether (1) upward, downward and lateral job mobility, (2) the mobility within labour market segments, and (3) the transition from fixed-term to tenured employment change over time for East and West German men.

This paper is organized as follows. First, I present supply and demand side theories of the labour market and their consequences for new employment forms in Germany. Second, I will also introduce hypotheses based on the life course approach stressing cohort and career effects. Third, I will describe my data and methods. Finally, I will show the results of my empirical analyses and draw some conclusions regarding changes in labour market inequality in East and West Germany and the effects of globalization in Germany as a whole.

Session II: Buchmann

Main discussant: Teicke, Michael

4 Buchler, Sandra with Michael Dockery

University of Bamberg, Germany

“The Influence of Gender on Pathways out of Secondary School: Evidence from Australia”

Abstract: This research comprises the Australian country study for the second phase of the ‘Education as a Lifelong Process – Comparing Educational Trajectories in Modern Societies (eduLIFE)’ project. The aim of the second phase of the eduLIFE project is to analyse the extent to which there are gender differences at labour market entry and how these differences are shaped by the different educational pathways taken by men and women.

The motivation for this research is twofold. First, women’s increased educational attainment, relative to that of men, is expected to give women greater access to favourable and good quality positions on the labour market. Second, the growth of the service sector (and the reduced importance of the production sector) in post-industrial societies have been predicted to increase women’s employment opportunities (and decrease those of men). Despite these changes women’s disadvantage in the labour market is persistent. Women are less likely to be employed full-time, less frequently hold permanent positions and earn less than men. A common explanation given for these gender differences is women’s greater responsibility for

child care and unpaid household labour. However, differences in family responsibilities between men and women at the age when young people leave education and transition into work are largely negligible. This represents an important life-phase where gender differences can be examined when young people are already in the labour market, but before the gendered division of familial roles is expected to restrict women's participation in paid employment.

This research uses the Y95 and Y98 cohorts of Longitudinal Surveys of Australian Youth (LSAY), collected from 1995 to 2006 and 1998 to 2009 respectively. LSAY focuses on the progress of young Australians as they move from their mid-teens to their mid-20s. It is a large, nationally representative sample of students, comprising 13,613 students in Wave 1 of the Y95 cohort and 14,117 students in Wave 1 of the Y98 cohort. LSAY collects information on education and training, work, financial matters, health, social activities and attitudes and includes school achievement tests.

This research will investigate the role of gender in the school-work transition in two stages. First we examine the most common educational pathways and the distribution of men and women in these pathways. Second, we explore the characteristics of an individual's first significant job and how this is influenced by gender, education and a range of background variables (such as socio-economic background, language spoken at home, and school achievement tests). We expect gender to play a substantial role in shaping the educational pathways and first significant job outcomes of young people in Australia.

Session VIII: Hadjar

Main discussant: Gatermann, Dörthe

5 Dämmrich, Johanna

European University Institute, Italy

“Gender Differences at Labor Market Entry. Differences among European Countries and the Influence of Country-Specific Characteristics”

Abstract: Various cross-national studies have indicated that – despite the rising female educational attainment and the increased female labor market participation – women and men still differ regarding their labor market positions, traditionally to the disadvantage of women. Empirical evidence further suggests that country-specific settings and institutional arrangements (such as the female labor force participation or family policies) may amplify or reduce these gender differences (see, for example, Buchmann and Charles 1995; Smyth and Steinmetz 2008; Mandel and Semyonov 2006 Charles 2011; Estevez-Abe 2006; Triventi 2013).

Although literature has often investigated which particular countryspecific settings affect gender segregation (see, for example, Steinmetz 2008; Smyth and Steinmetz 2008; Triventi 2013; Mandel and Semyonov 2006; Charles and Grusky 2004), there are still some open questions and research gaps. First, while occupational gender segregation for the whole working population has often been examined, the question whether gender differences already exist at the time of labor market entry has seldom been addressed in comparative research. Second, comparative studies have often focused only on one dimension of gender segregation (Smyth and Steinmetz 2008; Schäfer et al. 2013; Korpi et al. 2013), most popular

on the gender wage gap (Triventi 2013; Mandel and Semyonov 2005; Garcia-Aracil 2007). However, as already emphasized in the literature, different types of occupational gender segregation can be distinguished (Blackburn and Jarman 2006; Charles and Grusky 2004): (a) horizontal gender differences, meaning that men and women differ in the type of occupations they enter; and (b) vertical gender inequalities, reflecting hierarchical inequalities between males' and females' occupations (Charles 2003; Charles and Grusky 2004; Blackburn and Jarman 2006).

In contrast to previous research, this paper concentrates on the question to which extent both dimensions of occupational gender differences are already pronounced in the first significant job. Moreover, by using data for 27 European countries, I examine which country-specific institutional settings may shape these occupational gender differences. By doing so, this study contributes to the comparative literature on gender segregation and labor market entry.

Session V: Weymann

Main discussant: Sánchez Guerrero, Laia

6 Edele, Aileen with Petra Stanat, Cornelia Kristen and Ulrich Schroeders

Humboldt Universität zu Berlin, Germany

“The Role of Language Minority Students’ Oral Skills in First Language (L1) in Predicting Reading Comprehension in Second Language (L2)”

Abstract: The current study examines the role of language minority students’ oral skills in their first language (L1) for their reading proficiency in the second language (L2). Emanating from the assumption of linguistic transfer, we study whether listening comprehension in the first languages Russian and Turkish predicts language minority students’ reading comprehension in German. In addition, the study investigates the relationship between L1 and L2 skills in more detail. Analyses draw on the ninth grade sample of starting cohort 4 of the National Educational Panel Study (NEPS). Findings show a positive relationship between listening comprehension in L1 and reading comprehension in L2 in both language groups. In addition, the relationship between L1 and L2 was more appropriately modeled as a quadratic function and thus proved to be stronger at higher levels of L1 proficiency in the Turkish language group. In the Russian sample, by contrast, the association between L1 and L2 proficiency followed a linear relationship. By demonstrating that listening comprehension in L1 predict reading ability in L2 our study complements the current state of research which thus far has mainly focused on the transfer of decoding and literacy skills in L1. In addition, the study provides evidence that it might be insufficient to model linguistic transfer in terms of a linear relationship and suggests that further examination of the relationship between L1 and L2 is a worthwhile venture for future research on linguistic transfer.

Session III: Esser/Kalter

Main discussant: Fischer-Neumann, Marion

7 Fischer-Neumann, Marion

University of Bamberg, Germany

“Immigrants’ Ethnic Identification and Political Involvement – A Longitudinal Study of the German Case”

Abstract: Using data from the German Socio-Economic Panel (GSOEP) 1993-2006 as well as longitudinal modelling techniques, the present paper contributes to the growing body of literature on ethnic identity and its effects on immigrants’ social integration by examining the role of various forms of first- and second generation labour immigrants’ ethnic sense of belonging and their cognitive involvement in politics. Theoretically, the paper draws on interdisciplinary integration models, social psychological theories of social identity as well as theoretical frameworks that delineate the politicisation of collective identity and especially the role of dual identification. Applying “hybrid” random effects models that combine the virtues of both fixed and random effects models, the statistical analysis confirms, first of all, that dual identification - immigrant’s identification with both the ethnic minority group and the national community simultaneously - is positively related to labour immigrants’ political interest, conditional on the perception of discrimination on behalf of the ethnic group origin. Secondly, the longitudinal analyses show some indication that the effect is more pronounced among Turkish immigrants as well as that the mechanisms behind the cognitive politicising process of ethnic identity types differ by migrant group membership. In summary, methodologically as well as theoretically, the article can crucially extend previous social research and knowledge and recognizes the value of a multiple-, instead of a one-sided inclusion in emotional terms for guest worker immigrants’ cognitive political integration in Germany.

Session III: Esser/Kalter

Main discussant: Seuring, Julian

8 Freund, Jan-David

University of Bamberg, Germany

“The Assessment of Infants’ Competencies and Temperament”

Abstract: Even though it is agreed upon existence and importance of predictive indicators of the later development of competencies in infancy it lacks for representative panel studies which deal with causalities and development of interindividual differences. A possible reason is that large studies are bound to data collection by telephone or trained laypeople due to reasons of funding and sample representativity. On the one hand field inquiries ensure a strong external validity on the other hand merely controllable test conditions are a challenge for assessments designed for laboratories. Hence the measurement of infant competencies in existing birth cohort studies is usually only based on information provided by the parents. Stage 1 (“From Birth to Early Child Care”) of the German National Educational Panel Study (NEPS) additionally gathers data from laptop-driven direct measurement in the home environment of 3.500 children. Also collected survey data allows extensive control of variables like the socio-economic background, the usage of institutional childcare, or the infant’s temperament and well-being.

In the first panel wave the assessment contained tasks based on items of the Bayley Scales of Infant Development. As speed of habituation and preference for new stimuli are considered as good indicators of the infants information processing and learning ability, a categorization-task has been used as well for all children. This task is repeated and

complemented with another one for measuring domain-specific indicators for a subsample in the second panel wave. Finally eight minute long videos of a semi-structured toy-play situation allow the analysis of the mother-infant interaction. These videos can also be analysed repeatedly in respect of different aspects of the infant's development like its temperament as well as its cognitive and motor development. Laboratory-situated studies and instruments for the observation-based assessment of early development can serve as a model for this attempt. The comparability of the toy-play-situation with other typical situations (e.g. feeding or diaper changing) will be evaluated in an accompanying study in the Bamberger Baby-Institut (BamBI).

The potential of the data is based on the strong external validity, the compared to classical laboratory-situated studies good representativity of the sample, and the sample size. The child-focused analysis, which especially benefits from this potential, can be used to examine hypotheses already proven in smaller studies. In a first investigation of the current scientific knowledge three groups of research questions emerged, that can be categorized by the panel wave in which the necessary data is collected:

In the first panel wave the convergent validity can be evaluated by comparing different data sources for the same latent variables. For example the parental rating of the infants' temperament can be checked against the results from the observation of the toy-situation.

The second panel wave provides data for research on influences on the development of competences. One question could be whether cognitive abilities of the infant or domain-specific fostering by the parents are better predictors for domain-specific competencies in the following panel wave.

Finally with data from at least three panel waves latent growth modeling of developmental changes and the search for early predictors of domain-specific competencies become possible. Although there is data on early numeracy gathered in the habituation paradigm of the second panel wave unfortunately the necessary follow-up data is not assessed in the panel waves of stage 1 and hence is still a long way off. Another more promising candidate is the process of language acquisition that is assessed by a standardized vocabulary test in the third panel wave. Possible predictors are a language-focused part of the habituation paradigm in the second wave and the video-data which can be analysed for example for vocational utterances or other early forms of communication.

The state of possible research questions and planned studies of the ViVA-Project and my doctoral thesis will be the topic of my paper submitted to the SPP-Summer-School.

Session IX: Köller

Main discussant: Köhler, Carmen

9 Gatermann, Dörthe

Leibniz Universität Hannover, Germany

“The Timing of Childbearing and Women's Employment Histories”

Abstract: As many previous studies have shown, childbearing has a great impact on the employment pattern especially of mothers. The transition into parenthood affects labour supply (Blau and Robins 1988), the flexibility of working hours (Becker 1985) and wages

(Waldfogel 1997; Gangl/Ziefle 2009) and leads to disadvantages of mothers on the labour market (“motherhood penalties” Budig/England 2001). To explain whether, how and why employment patterns of mothers change and which consequences for wages or the occupational mobility this might have, most studies focus on welfare state regulations or, at the individual level, on differences in the qualification and the occupational status of women. Accordingly, to eliminate disadvantages, social scientists point towards the instruments of the welfare state to support a “dual earner-dual caregiver” model, emphasizing the availability of early childcare facilities or flexible working hour arrangements for both women and men (e.g. Gornick and Meyers, 2008). In addition, the possibility of a more flexible life course is claimed by some authors (Allmendinger/Dressel 2005: 27) as the consequences of childbearing might also be questions of timing, apart from welfare state regulations or individual variation in qualification or occupational status. The basic idea is simple: If childbearing has negative consequences for employment histories for instance due to long employment interruptions, why not accelerate or delay childbirth. If family formation starts prior to employment, there is no employment that needs to be interrupted. And vice versa, if childbirth is delayed to a later point in life, women may already have gained some labour market resources that protect them from negative consequences of child birth (Allmendinger/Dressel 2005). However, most people believe that graduation and at least some years of work experience should be accomplished prior to the first birth (Allensbach 2004). At the same time they think the first child should be born before the mother reaches the age of 35 (Allensbach 2004). Considering the increasing time spent with qualification this leads to a “rush-hour of life” (Bertram 2007). Although life expectancy increases, there is only a short period in life in which both, family formation and central career-steps, take place. That way childbearing and employment are always competing and this may also contribute to a decreasing (or small) number of children. However, research examining the effect of timing on employment is rare. This is true especially for Germany. Most studies concerning this topic focus on the effect of parenthood timing on wages in the US (Taniguchi 1999; Amuedo-Dorantes/Kimmel 2005; Miller 2005; Herr 2011; Buckles 2008) or Canada (Dorlet 2002). Until now there is only one study examining the situation in Germany, which focuses on wages only (Kind/Kleibrink 2012). All of these studies indicate a positive effect of delaying the first birth. Kind/Kleibrink (2012) report a 6-9 percent wage increase per year delay. However, whether and how other employment-characteristics such as occupational upward or downward mobility are effected by timing remains unclear. In addition, the definition of timing itself varies. Is it primarily age or work experience that shapes wages? Apart from employment outcomes, how differ the mediating factors like the duration of parental leave, which is known to influence further employment patterns (Aisenbrey 2009), by timing. My Dissertation project is aiming at this questions. I want to examine the effect of timing of the first birth on mothers’ employment histories. Beside wages I want to examine occupational mobility. I plan to especially enlighten the link between aspects of employment history such as mobility or wages and timing by examining mediating factors like the duration of parental leave. I define timing as “career timing”, which is basically work experience, but I also include mothers, who gave birth prior to their first employment and who then have negative experience at the time of first birth. My analyses will use data form the “National Educational Panel Study/NEPS – Starting Cohort 6 Adult Education and Life-Long Learning”.

The analysis I plan to present at the summer school in Bamberg will examine on the duration of employment interruptions of different timing groups.

Analyses of the effects of motherhood timing have to deal with the potential problem of endogeneity and unobserved heterogeneity. It is well known that the timing of motherhood is influenced by employment characteristics too (Miller 2005; Herr 2011). Experiences of unemployment have a delaying effect (Brose 2008) as well as anticipated earnings (Miller 2005). Furthermore, career oriented women may tend to delay motherhood. I am looking forward to discuss possible solutions for these problems.

Session VIII: Hadjar

Main discussant: Hausmann, Ann-Christin

10 Hartung, Andreas

University of Tübingen, Germany

“Micro-Social Embedding of Educational Careers”

Abstract: For many decades now, the inequality in educational opportunities has been one of the main subjects of sociological research (Kristen 1999). An almost endless amount of empirical studies have discovered diverse relationships between the social belonging of a person and his/her chances to achieve a certain educational level. This interest can be explained by the obvious and enormous importance of the reached educational degree for the general allocation of individual life chances: In the modern society education is one of the main mediators of the employment opportunities and income as well as of social prestige (Geissler 1987, Bourdieu 1987). Educational research can be roughly divided in descriptive analyses exploring the correlations between individual's social characteristics and its educational attainment (measured by school performance or reached degrees) and analytical studies linking those correlations to theoretically assumed mechanisms and trying to prove such assumptions empirically. It can be said that in historical perspective the balance has shifted in favour of the second approach (Kristen 1999). In this context different theoretical approaches have been suggested to explain named relationships. Special attention was paid thereby to the family related differences in cultural, economic and social resources (Coleman 1988, Bourdieu 1983). Differences in patterns of rational educational decision making result from the rational-choice perspective disparities in educational attainment (Boudon 1974, Breen/Goldthorpe 1997, Esser 1999). Those disparities can also be seen as a consequence of class-specific socialization (affecting general attitudes toward the education) (Sewell et al. 1969, Bourdieu/Passeron 1971) or of the educational system's focusing on the demands of higher social classes (Bourdieu/Passeron 1971).

In my research project I tie in with the general sociological presumption that the individual educational success is not predetermined by inborn personal qualities. Rather it is the social embedding of the person that affects the development of his or her education-relevant characteristics as well as the chances of their efficient implementation. Social integration of a person can be considered from the “macro” as well as from the “micro” perspective and my special interest is focused on the processes running on the “micro” level. The term micro-social embedding, which is used here to summarise those processes, is thereby defined as a framework of immediate social interaction that provides certain resources and where the (primary and secondary) socialisation takes place. It is also assumed that the effects of different influencing factors on the final educational success are indirect ones and mediated by the individual competences and aspirations (which are for their part understood as a pre-

stage of specific educational decisions). Consequently under control of competences an independent effect of educational aspirations on educational success should be expected.

The planned project will concentrate on this particular aspect of social educational inequality, because social differences in matters of emergence and impact of educational aspirations are expected. In the first phase of the project the issue of the formation and transformation of educational aspirations over the school career will be dealt with. It is supposed, that the mentioned personal micro-social embedding plays a central role in this process.

In this paper I will introduce my preliminary theoretical considerations about the concept of educational aspirations and the possible mechanisms of their formation within the individual interaction-environment. My intention is to discuss the determination of the interaction-environment as a combination of the impacts of the family, social networks, school, and neighbourhood. An view of relevant scientific literature will be given in the next chapter and in the final part I will present first considerations according to the empirical implementations of my theoretical assumptions.

Session III: Stocké

Main discussant: Riedel, Cornelia

11 Hausmann, Ann-Christin

Institute for Employment Research (IAB), Germany

“Segregation and the Gender Wage Gap – The ‘Chicken-and-Egg’ Problem”

Abstract: On the West German labor market a stable level of occupational sex segregation over the last decades can be found. Previous research showed that this phenomenon is systematically linked to gender inequalities, particularly in form of lower wage levels in female dominated occupations. Even though there is considerable empirical evidence on the relationship between the proportion of women and the average wage in an occupation, the causal direction combining these factors is still unclear. In this article we examine if an increasing proportion of women leads to decreasing wages caused by a devaluation of female connoted work, or if a decrease in the wage level results in a higher share of women like queuing theory would suggest. We test these competing theories with an occupational panel data set based on the SIAB data for the years 1976 to 2010 by using fixed effects models with lagged independent variables. The results show evidence supporting both theories – devaluation and queuing theory. Therefore, we suggest that both processes take place simultaneously and are mutually reinforcing each other. Further research with German data is needed in order to confirm these results and to extend our knowledge on occupational sex segregation.

Session VIII: Hadjar

Main discussant: Buchler, Sandra

12 Holtmann, Anne Christine

European University Institute, Italy

“Trajectories of Initially High Performing Children from Low Social Backgrounds”

Abstract: Are children from disadvantaged backgrounds that perform high in preschool overtaken by their initially lower performing peers from higher social backgrounds at later ages? If so, is this because the children from families with fewer resources get less support from their families or because they attend worse schools than their peers from more advantaged homes?

In the first part of the article I address the question whether highly able children from disadvantaged families fall behind their more advantaged but less able peers (Feinstein 2003) or whether this is just a statistical artefact due to regression to the mean (Jerrim and Vignoles 2013). I cover children's cognitive development from kindergarten until age 14 using data from the US Early Childhood Longitudinal Study. I find that even after taking regression to the mean into account, children from disadvantaged backgrounds who showed high attainment at age 5 were not able to maintain their high achievement levels to the same extent as did their more privileged peers.

In the second part, I try to explain these findings. The ECLS-K study allows separating family from school effects by comparing learning rates during the school year, when learning is shaped by school and non-school factors, with those during the long summer break, when learning is shaped by non-school influences alone (von Hippel 2009). I find that the catching-up of initially low performing students from high social backgrounds takes place during the summer holidays and not during the school year. This means that low performing students from high social backgrounds are leaving their less privileged peers behind because of their better family support and not because they attend better schools. The falling behind of initially high performing students from low social backgrounds, on the other hand, does not take place during the school year but mainly with the change to middle school. This suggests that high performing students from low social backgrounds are supported well by their parents even if these are less educated and have less money. However, these children attend worse middle schools than their peers from higher social backgrounds and thus have only limited chances to succeed.

Session IV: Hillmert

Main discussant: McMullin, Patricia

13 Köhler, Carmen with Steffi Pohl and Claus H. Carstensen

University of Bamberg, Germany

“Taking the Tendency to Omit Items into Account when Estimating Competence Scores”

Abstract: When measuring persons' abilities via competence tests, some subjects usually omit items. These missing responses might pose a threat to correct ability estimates if the process responsible for the omissions depends on unobserved influencing factors, and is not distinct from the attribute of interest. Since this is mostly the case, newer model-based approaches aim at taking non-ignorable missing data processes into account by incorporating a latent missing propensity into the measurement model for ability. Two assumptions are usually made when using these models: (1) The missing propensity is unidimensional, and (2) the missing propensity and the ability are bivariate normally distributed. These may, however, be violated when applying the models to actual data sets, and could thus pose a threat to their validity. The current study focuses on the modeling of competencies in four different domains, using data from the National Educational Panel Study (N = 15 396) in

order to investigate whether the missing propensity can be modeled unidimensionally, and whether violations to the normal distribution assumption severely affect the estimation of ability parameters. The results justify modeling the missing propensity as a unidimensional latent variable. Using a model with more flexible distributional assumptions seems to better account for non-ignorable missing data.

Session III: Köller

Main discussant: Sommer, Anja

14 Kosyakova, Yuliya with Dmitry Kurakin and Hans-Peter Blossfeld

European University Institute, Italy

“Education and its Consequences for Gender Differences in Early Labor Market Career in Soviet and Post-Soviet Russia”

Abstract: Education is a crucial mediating factor between the social background of individuals and their later class destination (Müller & Shavit, 1998), with strong variation in its effect over countries (Müller et al., 1998). While over last decades educational expansion improved the chances for women of recent birth cohorts to succeed in the labor market, women are still often found in low-paid jobs with (often) precarious characteristics, have lower occupational positions (Gundert & Mayer, 2007) and face problems of occupational upgrading compared to men (Bukodi & Dex, 2000). Moreover, gender segregation both vertical and horizontal seems to be rather stable in the labor market and over the life course (Blossfeld, 1987). As the first step in the labor market has a substantial effect on the successive working life (e.g. Bukodi & Dex, 2009; Shavit & Müller, 1998; Scherer, 2005), it is important to understand and to study the extent to which there are gendered inequalities at the first labor market entry.

Another essential question is to which extent country-specific institutional settings have an impact on the extent of occupational gender segregation at the labor market entry. One way to answer those questions with respect to the role and impact of institutional structure of the country is to employ a cross-national analysis (e.g. Shavit & Müller, 1998; Scherer, 2005; etc.). In line with this, an empirical literature with respect to both questions – occupational gender segregation and labor market entry patterns – suggest that educational, labor market and welfare system can shape trajectories of young men and women in various ways (e.g. Shavit & Müller, 1998; Scherer, 2005). However, those analyses were done mainly with cross-national data and/or for stable societies approaches. Accordingly, if institutions determine occupational segregation, than we should find this effect when institutional structure changes. Particularly due to the “natural experiment of the economic and societal change” happened via liberalization of the labor market after the dissolution of the Soviet Union, Russia represents an interesting case to examine these research questions.

We use data from Education and Employment Survey (2005) to examine (a) patterns of gender-determine occupational segregation in the first significant job in Soviet and Post-Soviet Russia; and (b) whether and how different institutional structure in the Soviet and post-Soviet Russia affect these gender differences. Preliminary findings suggest that even controlling for educational qualification, gender has a direct effect on the horizontal differences in the first significant occupations, and “sorts” young women into service and administration occupations – which are predominantly more female occupational areas – and

young men into production occupations – which is predominantly more male occupational area. We also find that these horizontal occupational differences became more pronounced after the fall of the Soviet Union. With respect to vertical inequalities we find that higher educated have significantly more chances to enter jobs with high level of authority, yet women face clear disadvantages. Moreover, while overall chances to enter authoritative jobs decreased after the fall of the Soviet Union, this negative development is mainly attributed to women.

Session II: Buchmann

Main discussant: Skopek, Jan

15 McMullin, Patricia

European University Institute, Italy

“Educational Pathways and their Consequences for Gender Differences at Labor Market Entry”

Abstract: Women’s educational attainment levels have surpassed men’s in the latter half of the 20th century; nevertheless, the gendered wage gap still stands. Generally speaking, women still earn between 20% and 30% less than their male counterparts (Polavieja, 2005). Moreover, the gendered segregation of labor markets has, in addition to vertical differences, a horizontal dimension (Charles & Grusky, 2004). This means that as well as inequalities with regard to pay and prestige, women and men also typically enter occupations dominated by their own gender.

These differences are often attributed to family formation. The underlying assumption being that, regardless of higher levels of investment in their education, women are forced to prioritize their families (at some point) during their career. There is some evidence to suggest however, that the concern of adapting careers to having children (or the expectation of having children in the future) is actually less important than individuals’ concerns about career progress and income (Blackburn et al., 2002; Browne, 2000; Franks, 1999).

Surprisingly, it is still an open question as to whether or not young women have been able to convert their success in the education system to success in the labor market at the time of entry. This period is often prior to family formation and could potentially be less subject to gender roles in this regard. Additionally, previous studies tend to focus more often on wage differences. This paper aims to address this gap with a particular focus on the UK. More specifically, this paper will explore vertical gender inequalities (using gender specific CAMSIS scores) and horizontal gender differences (gender concentration), in the first significant job an individual obtains, after leaving initial education. The paper will also examine the role of educational pathways in determining these differences.

Session IV: Hillmert

Main discussant: Minello, Alessandra

16 Minello, Alessandra with Hans-Peter Blossfeld

European University Institute, Italy

“From Mother to Daughter: Changes in Intergenerational Mobility in Germany”

Abstract: Recent decades have seen a dramatic expansion in the educational attainment and occupational opportunities of German women. Both the educational and occupational positions of the mothers and those of their daughters are continuously changing across cohorts. Our study aims to detect the probability of daughters to experience maternal-line intergenerational educational and occupational mobility.

Using brand new data from the NEPS (National Educational Panel Study) adult cohorts, we analyze successive cohorts of German women born between 1944 and 1984.

We demonstrate that the relation between mothers’ and daughters’ educational and occupational career has changed over time. Maternal-line female mobility has decreased over cohorts. Our results also reveal that the different educational careers have changed their role in determining female job mobility. The tertiary level of education has become more relevant across cohorts in preventing downward intergenerational mobility and it has become a prerequisite for taking part in the completion for upward intergenerational mobility.

Session IV: Hillmert

Main discussant: Holtmann, Anne Christine

17 Riedel, Cornelia

LMU Munich, Germany

“Challenges at 5th Grade”

Abstract: In this paper I raise the question if and how students’ school competencies and social background have an impact on their school success. Differences in school performance and transitions can be explained by the theories of Boudon and Bourdieu which focus on the importance of ones’ social status. The so called Matthew Effect, asserting that success breeds success, can be used, too. According to different national and international studies, there is an evidence for a relation between social background and school performance as well as belonging. For my analyses, I used the German National Educational Panel Study (NEPS starting cohort 3) and applied logistic regression. The findings show that various school competencies, the students’ social background and additionally their place of residence play a major role when it comes to school success.

Session I: Stocké

Main discussant: Hartung, Andreas

18 Rzepka, Sylvie

Rheinisch-Westfälisches Institut für Wirtschaftsforschung e.V. (RWI), Germany

“Local Employer Competition and Training of Workers”

Abstract: The new training literature suggests that in a monopsonistic market employers will not only pay for firm-specific training but also for general training if the risk of poaching is limited. This implies that training participation should decrease when competition for employees is higher among firms. Using worker level data for Germany we find that the

hypothesis is supported empirically. Specifically, we find that employees are significantly less likely to participate in training if the density of firms in a sector is higher within the local labor market.

Session VII: Oosterbeek

Main discussant: Wenz, Sebastian

19 Sánchez Guerrero, Laia

European University Institute, Italy

“Educating the Elite: Upper Social Strata Educational Strategies and Educational System Constraints”

Abstract: This research seeks to shed light, through a comparative perspective, on the strategies followed by upper social strata students and their families to perpetuate their privileged social position through educational systems. Traditionally, upper social strata educational behavior has been neglected from most empirical analysis. The classical approach when analyzing Inequalities on Educational Opportunities (IEO) has been to focus on the working class’ lack of resources and opportunities. Thus, researchers have tended to place their attention on the gap between social strata or the comparative disadvantage that working class students suffer (Erikson 2007; Golthorpe and Jackson 2008; Shavit and Blossfeld 1993). As a result we already know how the poorer get poorer, but not how the rich carry on being rich. Educational choices are made within an institutional framework. Although decisions are made at the individual level, the educational system constitutes an external constraint on individual choices and behavior (Breen and Golthorpe 1997; Dronkers, Van der Velden and Dunne 2011; Gambetta 1987). This institutional framework had changed in the last few decades due to a process of educational expansion, which has been accompanied by a differentiation in the tracks that students can follow. And tracking by ability has meaningful effects on educational inequalities (Blau 1970; Mare 1980). To unravel how the organization of an educational system constrains individual choices, three different educational systems - with a different degree of curricula standardization and tracking procedures - have been chosen as case studies: United States of America (U.S.), Germany and the Republic of Korea. Moreover, since education is a cumulative process (Merton 1968; Blossfeld, Rossbach and Von Maurice 2011), a quantitative longitudinal analysis is needed in order to disentangle how cumulative (dis)advantage is built. For this reason, three educational panel datasets have been chosen as a main source of information, one for each country. In sum, this research aims to understand how and why the upper social strata invest their resources (either social, cultural or economic) and how different institutional frameworks constrain the educational choices made by these upper social strata students and their families.

Session V: Weymann

Main discussant: Dämmrich, Johanna

20 Scholten, Mirte with Nicole Tieben

University of Mannheim, Germany

“Pathways in and out of Higher Education: Effects of Prior Educational and Vocational Pathways on Higher Education Drop Out in Germany”

Abstract: In this paper we approach the question if and due to which mechanisms pathways deviating from the standard academic pathway to German higher education lead to drop out. Pathways into tertiary education in Germany have become more flexible, but it is known that entry pathways into university that deviate from the “standard” path result in a higher drop out propensity. We distinguish different types of detours: track mobility in secondary education, and delayed entry due to vocational training. Therefore, complete pathways can be described by either direct entry after secondary education or by different combinations of detour types. Students on the one hand profit from vocational qualifications in higher education and increase their probability of success, on the other hand, they also have good labour market prospects, which might draw them out of higher education. Arguing from a life course perspective, we suggest that prior educational and occupational pathways are important predictors for tertiary educational decisions. For example, if track mobility during secondary education is followed by vocational training, lower probability of success meets good labour market prospects. As result, these students are particularly vulnerable to drop out. For our analyses, we use the German National Educational Panel Survey (NEPS starting cohort 6) and apply competing risk models. Our results show that vocational qualifications are helpful in universities of applied sciences, but not in universities. Track mobility seems to indicate weaker performance and leads to higher dropout in both types of higher education institutions.

Session I: Stocké

Main discussant: Schührer, Susanne

21 Schührer, Susanne

European University Institute, Italy

“Noncognitive Skills and Stratification Outcomes with Regard to Parental Background over the Life Course”

Abstract: In the area of educational research so called ‘skills’ are increasingly becoming a subject of major interest. Generally, skills are a concept for the measurement of ability that is needed in real life. The importance of noncognitive skills in educational and career outcomes has been stressed in many studies (see Barrick and Mount, 1991; DeRaad and Schouwenburg, 1996). To be ‘book smart’ often isn’t enough to be successful in modern educational and work contexts. It is also necessary to be well adapted to environmental and social needs and to have control over one’s own cognitive resources. Especially in times, where social background has a declining influence on later outcomes Breen et al. (2009), noncognitive skills should have increasing impact.

Skills can be divided into cognitive and noncognitive skills. Cognitive skills concentrate on abilities such as reading, mathematics and sciences as well as meta-cognition (Händel et al., forthcoming). Non cognitive skills however, are very complex and there are several viewpoints on the different dimensions of noncognitive skills. In this paper I want to discuss different definitions and measurements of noncognitive skills. Furthermore, I want to introduce some of the few studies on noncognitive skills in the area of sociological educational research. My aim in this paper is to answer the question of what noncognitive

skills are and to explore their influence on educational and career attainment over different stages of the life course. A special focus lies hereby on the influence of parental background on the development of noncognitive skills. The influence of noncognitive traits on educational and labour market outcomes in each stage of the life course is highly dependent on the dimensions used in research. There is a clear lack of definitions as well as theory and mechanisms that explain this relationship in some areas. While the mechanism for motivation and effort are very well explored, there are almost no mechanisms explained for personality and social behavior, for example. Comparatively less empirical research has been done in this area, especially longitudinally. This is due to the limited availability of data, but also to the limitations of theoretical considerations of working mechanisms. Future empirical research should concentrate on longitudinal research, founded on well elaborated theoretical foundations. Also, in terms of life course research, the relevance of certain skills across different stages of the life course should be addressed.

Session I: Jackson

Main discussant: Scholten, Mirte

22 Seuring, Julian

University of Bamberg, Germany

“The Validity of Self-Reported Language Proficiency among Immigrant Students”

Abstract: This contribution analyses the validity of self-reports as indicator for actual language proficiency among immigrant students of ninth grade in Germany. We compare self-reported first and second language proficiency versus results of competence tests by examining the determinants of language acquisition and the relation between language proficiency and educational outcomes. Based on data of the National Educational Panel Study, our results confirm that the use of self-reported language proficiency is likely to produce biased findings, suggesting that the main results of previous studies drawing on self-reports should perhaps be interpreted with caution.

Session III: Esser/Kalter

Main discussant: Siegert, Manuel

23 Siegert, Manuel

University of Mannheim, Germany

“The Academic Self-Concept of Students with a Migrant Background in Germany”

Abstract: This paper deals with the general school related self-concept and the subject related self-concepts in German and Mathematics of ninth graders with and ninth graders without a migrant background. Previous research has shown that although students with a migrant background perform relatively poor in school, they are surprisingly optimistic about their academic competencies, and often even more optimistic than their better performing native classmates. However, since academic self-concepts usually become more realistic throughout the academic career, it is possible that migrants' high self-concepts are not lasting. But as almost all of the previous findings are related to pupils from primary-schools, there is hardly any information about the stability of migrants' high academic self-concepts. Additionally,

there is some evidence that especially students with a Turkish background have unrealistically high self-concepts. This raises the question whether their often surprisingly ambitious academic aspirations are positively influenced by their high self-concepts. Using data of the National Educational Panel Study (NEPS) it can be shown that ninth graders, and especially girls, with a Turkish background are indeed quite optimistic about their academic competencies while the differences between native students and students from Eastern Europe or from the former Soviet Union are very small. However, although academic self-concept and educational aspirations are positively correlated, they do not explain the ambitious aspirations of students with a Turkish background.

Session III: Esser/Kalter

Main discussant: Seuring, Julian

24 Skopek, Jan with Thomas Leopold

European University Institute, Italy

“The Postponement of Grandmotherhood: A Cohort Comparison in East and West Germany”

Abstract: This research explored the postponement of grandmotherhood in East and West Germany, investigating how timing and life-course context of this transition had changed across cohorts. We employed methods of survival analysis to estimate the timing of passages into the grandmother role as well as overlap with potentially competing roles of a worker in paid employment, a mother of coresident children, and a filial caregiver of elderly parents. Data from the German Aging Survey (N = 1,754) revealed a rapid rise of approximately three months per year in the median age at grandmotherhood: From pre-war to post-war cohorts, this age increased from 47 to 53 in the East and from 55 to 60 in the West of Germany. As a result, the grandmother role decoupled almost entirely from active motherhood. Overlap with worker and filial roles, in contrast, occurred frequently and remained remarkably stable across cohorts. Our findings direct attention to a so-far neglected demographic trend that is striking in scope and unlikely to slow down in the near future.

Session II: Buchmann

Main discussant: Blossfeld, Gwendolin J.

25 Sommer, Anja

University of Bamberg, Germany

“Parental Interaction Behavior - Assessment of Different Dimensions and Identification of its Determinants”

Abstract: Theories of development as well as different study results point out the importance of child’s learning environments for child development and the acquisition of educationally relevant competencies (Bronfenbrenner and Morris, 2000; Roßbach, 2005; Vandell et al., 2010). Especially in early childhood, the familial learning environment is of profound significance: Familial learning opportunities are quantitatively predominant at a very young age and, furthermore, there is strong evidence to suggest that these familial learning opportunities can have a long-lasting impact on child development and the educational career (Bäumer and Roßbach, 2012; Walper, 2012). In familial learning environments processes, for

example parent-child-interaction, are identified as the key component mediating between f.e. contextual factors and child outcome.

In contrast to former research, where parental interaction behavior was treated as a unidimensional construct, the identification of specific aspects of parental interaction behavior is now becoming increasingly important, as first study results are pointing to the multidimensionality of parental interaction behavior (Ainsworth and Bell, 1974; Blomeyer et al., 2010). This multidimensional view implies that different dimensions of parental interaction behavior can be identified; each dimension underlying specific determinants; and each dimension relating to different developmental domains (Bornstein et al., 2008; Page et al., 2010).

So far representative large-scale studies are missing to underline these findings. Additionally existing instruments for assessment of specific dimensions of parental interaction behavior are often limited to application in small scale studies or specific study designs. Therefore a large-scale practicable instrument assessing specific dimensions of parental interaction behavior in interaction with 0-2 year old children will be developed in the first place, with which interindividual differences in different dimensions of interaction behavior can be identified. Instrument development is based on a framework, which integrates theories as well as study results of dimensions of educationally beneficial parental interaction behavior (Bäumer et al., 2011; Bornstein et al., 2008; Grusec and Davidov, 2010; Klieme and Rakoczy, 2008). The framework distinguishes three different levels of interaction behavior: Fit of parental interaction behavior to the child's signal (either verbal or nonverbal signals); Type of interaction behavior (either structuring, supporting or challenging interaction behavior), and Expression of interaction behavior (verbal and/ or nonverbal expression).

In a next step determinants of these specific dimensions of parental interaction behavior will be identified. Therefore, following Belsky (1984), individual parental and child characteristics as well as context factors will be taken into account (Belsky, 1984). Analyses will be performed using data of the Early Childhood Cohort of the National Educational Panel Study (NEPS). The Early Childhood Cohort is drawing a nationally representative sample of 3.000 children born in Germany. The longitudinal study design implies different measurement points during the first three years of the child's life: first measurement point is set at 6 months and a second measurement point at 14 months of age. (Schlesiger et al., 2011). Data set includes information retrieved from a parent interview and videos of the parent-child-interaction, which allow for coding of specific dimensions of parental interaction behavior.

Session IX: Köller

Main discussant: Freund, Jan-David

26 Speidel, Matthias with Jörg Drechsler and Joseph Sakshaug

Institute for Employment Research, Germany

“Evaluation of Imputation Methods for Hierarchical Datasets”

Abstract: Missing values are a common problem in survey datasets. To avoid biases from nonresponse, often imputation methods are applied. However there is only a limited number of imputation methods accounting for hierarchical data structures (e.g. students within

schools) and no consensus about an adequate method regarding hierarchical data so far. This might lead to improper imputations. This work evaluates the impact of different imputation methods in the context of a linear mixed model analysis. Four methods are compared: the available case analysis, an imputation model based on a simple Bayesian linear regression, a Bayesian linear imputation model including dummy variables to allow cluster specific intercepts and slopes and a mixed effects imputation model that is congenial to the analysis model. The results show that the available case analysis has the expected nonresponse bias. The simple Bayesian linear regression imputation and the dummy variable imputation lead to biased variance estimates. The mixed effects imputation shows the best results.

Main discussant: Rohwer, Götz

27 Strobel, Bernadette

University of Bamberg, Germany

“Native Language as a “Cultural Anchor”? – The Role of Language Use for the Education of Immigrant Children”

Abstract: This contribution examines whether and how using the language of origin (L1) at home can influence the education of 9th grade immigrant students in Germany. According to the Theory of Segmented Assimilation, L1 use within the family connects immigrants to a system of ethnic supports that can facilitate the mobilization of resources and provide attitudes that encourage learning effort. In consequence, immigrant children speaking L1 at home should be able to generate educational benefits. In our analyses, based on data of the National Educational Panel Study, we test whether this assumption can be confirmed in the German context. Our results raise up major doubts about the empirical evidence of the TSA, but point to group- and domain-specific differences.

Session III: Esser/Kalter

Main discussant: Arcarons, Albert F.

28 Teicke, Michael

University of Siegen, Germany

“Class Structure and Intra-Generational Social Mobility in Contemporary German Society”

Abstract: The aim of this paper is to compare a number of class schemes for German society concerning their theoretical content and (above all) their explanatory power concerning intra-generational mobility.

The mainstream of class analysis to this day favors a model of class structure that is based mainly on the ownership of assets (e.g. in the means of production) and/or employment relations. This is especially true for the important advocates of the neo-Marxian and neo-Weberian schools of thought, i.e. E. O. Wright (1980, 1984) and Erikson et al. (1979; see also Erikson/Goldthorpe 1992), respectively. These approaches were widely and successfully used in sociological research.

Scholars have claimed that the class structure of Western societies has undergone decisive changes since the late 1960's (Drucker 1992 [first published in 1969], Bell 1999 [first

published in 1976], Gouldner 1980 [first published in 1979]) due to the development of information and communication technology. They favor class models which are mainly based on the skills individuals have acquired.

A recent attempt to present such a class scheme for the information society was made by American economic geographer Richard Florida (2004). His core idea is that class structure is driven by creativity. Florida understands creativity as the ability to put knowledge into use. Yet his ideas were mainly discussed in the context of spatial or economic analyses and were not taken seriously as a base for class analysis.

In my working paper I will concentrate on a comparison between the class schemes of Wright, Erikson et al. and Florida. The key question of this comparison is which model matches best to explain intra-generational social mobility in contemporary Germany. In general to rely on just one standard will make it harder to identify trends over time. All class models have their advantages and disadvantages but no class model is a “one size fits all” tool. Alternative models provide us with alternative perspectives (cf. Leiulfstrud et.al. 2005).

In order to compare the class schemes of Wright, Erikson et al. and Florida I will use the NEPS data set2 and look at the intra-generational mobility and immobility between classes.

From a post-industrial perspective this is an interesting comparison in the light of two assumptions found in literature: First, possession of specific skills is said to lead to individual and collective social mobility, and second, the division between blue- and white-collar occupations is supposed to decline as result of a change in the organization of labor (e.g. Drucker 1992, Florida 2004). In addition I make three assumptions based on the research of Bell (1999), Drucker (1992), Florida (2004) and Goldthorpe (1992):

1. Total mobility will increase because of the ongoing technological and therefore economic changes.
2. Opportunities become more equal due to the equalization effect of knowledge and skills.
3. As a result the upward mobility –the mobility towards higher-skilled classes -is higher than downward mobility –that is mobility towards lower-skilled classes.

My intention is to examine which of these three approaches - with their various theoretical origins and various views on skills as a feature in the construction of class structure - best explains social mobility.

Session I: Jackson

Main discussant: Blossfeld, Pia

29 Wenz, Sebastian

University of Bamberg, Germany

“Do Teachers Learn? Investigating Mechanisms of Statistical Discrimination in German Schools”

Abstract: Since residual approaches to identify and estimate discrimination are often criticized for giving biased estimates, I propose to test particular theories of discrimination instead. In this paper I aim at testing the key mechanism of statistical discrimination theory, namely that teachers who have collected more reliable individual information about their

students' true ability should have less reason to discriminate on the basis of group stereotypes. Using data from PIRLS/IGLU 2006 I test the hypothesis that the longer teacher teaches the same students, their judgments become more meritocratic, that is less discriminatory. First results from very preliminary Ordinal Logit Models reject this hypothesis. The major problems of the models are discussed.

Session VII: Oosterbeek

Main discussant: Rzepka, Sylvie

30 Weßling, Katarina

University of Tübingen, Germany

“The impact of socio-economic environments on educational attainment: How do local labour market conditions influence educational decisions at the end of general schooling?”

Abstract: Sociological transition research points out that educational attainment must be understood as a sequence of successive decisions, and that the relevant environments in which these decisions take place vary considerably between educational stages. Individuals are embedded in various contexts that are known to have an impact on educational attainment, such as families, class-rooms or schools, but educational differences between individuals even exist when family- or school-related conditions are comparable. These educational disparities might be due to varying regional environments, e.g. to local labour market conditions. Labour market conditions should be especially relevant at the end of the school career when the labour market entrance comes closer. Therefore educational and vocational alternatives at the end of compulsory schooling are expected to be determined by the accessible labour market. Hence a driving question deals with individual factors that determine the accessibility and mobility with respect to the local labour and training market conditions. To reveal the context related conditions that structure individual educational and social chances on the pathways to adulthood it seems fruitful to analyse the interdependencies between institutional settings and local labour markets and their potential impact on educational transitions.

This paper aims on assessing the relevance of local labour market conditions at the end of compulsory schooling. Main aspects in this context are (1) the conceptualization of what is termed ‘local’ labour market, (2) embedding the individual decision making process – for the case of Germany – into the complex specific institutional setting, (3) linking longitudinal individual survey data on the educational career with labour market information on an aggregate level. Labour market data should be aggregated on a small-scale level in a flexible way. It should be possible to take reachability and mobility of young adults into account.

This working paper represents a first step towards a comprehensive conceptualization of spatial context as factors that influence the individual process of educational attainment. For this purpose aggregate data on unemployment in administrative districts ‘Kreise’ was collected from various sources to obtain time series data on the context level and to match this with the Starting Cohort 6 of the National Educational Panel Study (NEPS-SC6). The NEPS-SC6 contains life course data on the educational career for 11,649 adults at the age of 18 to 65. For the case of West-Germany the created record contains combined information on unemployment in the administrative districts as well as on the individual educational career. This first analysis aims on assessing the impact of unemployment on the district level on the

individual transitions after school graduation. The analysis is limited to school leavers with either lower secondary or intermediate secondary school leaving certificates to keep the individual educational and occupational alternatives simple in this initial step. First findings indicate an impact of the local unemployment rate especially for the individual chances of entering the vocational preparation.

Further analysis should take a more flexible concept of the spatial context into account and should hereby consider the relevance of mobility and accessibility. Beyond that the full range of school graduates and their educational opportunities should be included in a comprehensive analysis.

Session VI: Kauppinen

Main discussant: Wicht, Alexandra

31 Wicht, Alexandra with Wolfgang Ludwig-Mayerhofer

University of Siegen, Germany

“Interchangeable Places? The Impact of Neighborhoods and Schools on Youths’ Occupational Aspirations in Germany”

Abstract: School-to-work transitions have a decisive effect on the course of an individual’s work life. Economic studies on these transitions pay particular attention to selection mechanisms of labor markets. However, recent life course research (e.g. Blossfeld 1990, Heinz 2009, Hillmert & Mayer 2004) has shown that transition processes are characterized by complex reciprocal relationships between individual resources, preferences and decisions on the one hand and structural factors and possibilities on the other. From this perspective, school-to-work transitions are not only structured by selection but also by self-selection, that is, by subjective dimensions like young people’s occupational aspirations. These are the main focus of this paper.

For the most part, social scientists analyze occupational aspirations in terms of the intergenerational reproduction of inequalities. In particular, they stress the importance of familial socio-economic and/or cultural determinants of career choice (e.g. Breen & Goldthorpe 1997, Hodgkinson & Sparks 1997, Schoon & Parsons 2002). In the present paper we aim to extend these perspectives on status transmission by examining the role of the broader socio-cultural environments of neighborhoods and schools in structuring youths’ occupational aspirations. Neighborhoods can be said, in Bourdieu’s (1999) terminology, to be the objectivization of social space. They reflect social milieux, which concentrate ethnic and socioeconomic characteristics that are supposed to have an influence on young people’s behavior and, in particular, on their educational behavior. For these reasons, we hypothesize that places are not interchangeable since it does make a difference whether young people grow up in deprived or rather more prosperous residential areas.

A number of studies support such claims, particularly for the case of the USA (e.g. Crane 1991, Crowder & South 2003, Duncan 1994, Leventhal & Brooks-Gunn 2000). European research on neighborhood effects is certainly less established, but nevertheless provides evidence that the same holds true for several European countries (e.g. Furlong et al. 1996, Garner & Raudenbush 1991, Kauppinen 2008), even though social and ethnic segregation is less pronounced than in the USA (a fact that can be attributed to more redistributive welfare

policies in European countries; see Friedrichs et al. 2003, Kaupinnen 2007). In any case, what all these studies have in common is that they regard the social and ethnic composition of neighborhoods as the most important factors regarding neighborhood effects. In Germany, research on the impact of neighborhoods on educational outcomes is still in its relative infancy. Up to now solely Helbig (2010) found that children's competence development, regardless of the respective social background, profits from advantaged neighborhoods. However, generally, the influence of contextual effects on young people's occupational aspirations largely remains unexplored to this day. At any rate though, Furlong et al. (1996) were able to show at least for Scotland that the neighborhood context is significant for occupational aspirations of young people: youths (particularly young men) in deprived neighborhoods tend to exhibit lower occupational aspirations than those in more prosperous residential areas.

Likewise, schools are an important context to be taken into account. Neighborhood conditions may not only indirectly influence young people's aspirations through school contexts (Jencks & Mayer 1990, Kaupinnen 2008, Sykes & Musterd 2010, Wilson 1959, Wilson 1987), but schools may also exert an influence of their own. Indeed, school effects may be particularly strong in countries like Germany where at some point in time, typically between grade 4 and 6, students are selected into one out of two or three school types which are strongly stratified (Allmendinger 1989; for a more detailed description of the German system see section on Data and Methods). However, whether neighborhood or school effects are more important remains a question to be answered by empirical analyses. All in all, we would do better to simultaneously take characteristics of school and family context into account. These contexts may act as mediators between neighborhoods and youths and ignoring them may lead to reductionism of one kind or another (Ainsworth 2002, Brännström 2008, Crane 1991, Duncan 1994, Kaupinnen 2008, Sykes & Kuyper 2009).

Session VI: Kaupinnen

Main discussant: Weßling, Katarina