Education in inter- and intragenerational perspective

How poor would education research be without the SOEP?

Heike Solga
Research Unit „Skill Formation and Labor Markets“

July 10, 2008
Share of 25-to-34-year-olds* with less than upper secondary education by country of migration origin (independent of citizenship!)

* Only West Germany

The only source available until the Microcensus 2005: German Socio-Economic Panel Study

Source: GSOEP wave 1984 (samples A and B) and wave 1998 (samples A, B and D)
New potentials of the SOEP for educational research: The example of youth‘s “general cognitive abilities”

– Youth questionnaire (first time of personal interview)
– Measured by *Intelligenz-Struktur-Test 2000 Revised* (Amthauer et al. 2001)
  - Verbal abilities
  - Numerical abilities
  - Figural abilities
  - **Sum score: Learning potential (“fluid intelligence”)**

2007 = 261 (birth cohort 1990 = 17-year-olds)
= 994

⇒ Available in 2009 (a with comprehensive documentation and first pilot analysis for testing the quality of measurements)
⇒ SOEP-Adults: Short versions of general cognitive abilities – delivered just with the most recent SOEP-data
Youths’ learning potentials by parents’ education

© Prof. Dr. Heike Solga, Research Unit: Skill Formation and Labor Markets
Attendance of a „Gymnasium“ by youths’ learning potential and social background

General cognitive abilities

Parents without university degree

Parent/s with university degree
Verbal abilities and teacher’s recommendations of attending a Gymnasium by social background
How important is educational research in the SOEP?

— Weight
— Range
— Impact
How important is educational research in the SOEP?  
– Answer I: Weight –

(1) **SOEP-Lit-search**: “education or training or school or qualification or university or college or apprenticeship or Bildung* or Ausbildung or Schule or Qualifikation or Universität or Hochschule or Lehre or Weiterbildung or *schule or Fachhochschule”

(2) **Thereof only these categories as part of the “title”**
   
   Thereof
   
   (2a) in German
   
   (2b) in English
   
   (2c) GSOEP used in comparisons
   
   (2d) GSOEP used in inter/national reports
How important is educational research in the SOEP? – Answer I: Weight –

(1) SOEP-Lit-search: “everything to education”  
(N = 712 out of 3707)

(2) Thereof only these categories as part of the “title”

Thereof
(2a) in German  
(2b) in English  
(2c) comparisons  
(2d) inter/national reports

© Prof. Dr. Heike Solga, Research Unit: Skill Formation and Labor Markets
How important is educational research in the SOEP?  
– Answer II: Range –

Only publications with “education-related categories” in their title (N = 212)

- Financial aspects: 4.2% (All), 3.6% (German), 5.0% (English)
- Digital divide (Education as IV): 7.5% (All), 8.0% (German), 7.0% (English)
- Family formation, fertility (Education as IV): 42.9% (All), 37.5% (German), 49.0% (English)
- Life expectancy, health, leisure time (Education as IV): 7.5% (All), 7.1% (German), 8.0% (English)
- Returns to education (monetary, non-monetary, social): 20.3% (All), 22.3% (German), 18.0% (English)
- School-to-work transition: 15.6% (All), 17.9% (German), 13.0% (English)
- Educational Attainment / Inequality: 0.0% (All), 0.0% (German), 0.0% (English)
- Educational Participation: 0.0% (All), 0.0% (German), 0.0% (English)

(IV = independent variable)
How important is educational research in the SOEP?

– Answer III: Impact –

Remember:

— English publications = 100 out of 212
— International comparisons = 35 out of 212
— In Journals = 99 out of 212 (48 German / 49 English)

— European Sociological Review, European Societies, Migration Studies,
— Journal of Marriage and Family, Population Studies, Early Childhood Research Quarterly
— About 7% of the essays published in the KZfSS (between 1991 and 2007, including special issues) are based on SOEP-Data = every 14th paper in KZFSS.
— KZFSS = 28 articles compared to ALLBUS = 16 articles, German Life History Study (MPIfB) = 11 articles
How important is educational research in the SOEP?
– Answer III: Impact –

– Remember:
  – English publications = 100 out of 212
  – International comparisons = 35 out of 212
  – In Journals = 99 out of 212 (48 German / 49 English)

– National and international Reports:
  – „Datenreport“ on Germany, several years
  – Armuts- und Reichtumsberichte der Bundesregierung – „Bildungsarmut“
  – Bildung in Deutschland – Ein indikatorengestützter Bericht (National Educational Report)
  – Pathways and Participation in Vocational and Technical Education and Training (OECD)
  – OECD Employment Outlook
Will the SOEP lose its value in educational research because of the German Educational Panel Study (NEPS)?
Will the SOEP lose its value in educational research because of the German Educational Panel Study (NEPS)?

No

– First mover advantage (NEPS needs time to „grow old/er“)
– Historical comparisons between 20th and 21st century (Starting year of NEPS: 2009)
– Increasingly multi-generational longitudinal information as SOEP ages (NEPS: only Parents – Children)
– Longitudinal information on household members’ educational participation and attainment (e.g., siblings, partners/spouses)

…