

**Jahrestagung
Bildungsökonomischer Ausschuss
im Verein für Socialpolitik**

15./16. März 2018

Tagungsort: Universität Bern (Schanzeneckstrasse 1, Hörsaal A222)

(Buslinie 12 Richtung «Länggasse»; Haltestelle «Universität»)

Generalthema: „Ökonomie der Berufs- und Erwachsenenbildung“

Mittwoch, 14. März 2018

17.00 Uhr Stadtführung (Treffpunkt: Tourist Information am Bahnhof Bern, Bahnhofplatz 10A, 3011 Bern)

19.15 Uhr Get-together, (Altes Tramdepot, Grosser Muristalden 6, 3006 Bern; Buslinie 12 Richtung “Zentrum Paul Klee”, “Haltestelle Bärenpark“)

Donnerstag, 15. März 2018

09.00 – 09.10 Uhr Begrüßung und Einführung (Stefan C. Wolter)

09.10 – 10.00 Uhr Jens Ruhose (Universität Hannover): “Wider Benefits of Continuous Work-Related Training”

10.00 – 10.50 Uhr Katja Kaufmann (Universität Mannheim): “Gender Peer Effects, Non-Cognitive Skills and Marriage Market Outcomes: Evidence from Single-Sex Schools in the UK”

10.50 – 11.20 Uhr Kaffeepause

11.20 – 12.10 Uhr Fabian Kosse (Universität Bonn): „Equal Opportunities in Access to Higher Education: Evidence from the Randomization of a National Policy in Chile“

12.10 – 13.00 Uhr Daniel Schunk (Universität Mainz): “Primary School Students Benefit from Working Memory Training in Class: A Randomized Field Experiment”

13.00 – 14.30 Uhr Mittagessen

14.30 – 15.20 Uhr Thomas Zwick (Universität Würzburg): “Tertiary Vocational Education Beats Academic Education? Earnings Developments of Matched Young Men”

15.20 – 16.10 Uhr Poster Session (siehe nächste Seite; Raum A301)

16.10 – 16.40 Uhr Kaffeepause

16.40 – 17.40 Uhr Keynote Lecture: Sandra McNally (CVET-LSE & University of Surrey): “Economics of VET in England: policy and research challenges”

17.45 – 18.45 Uhr Mitgliederversammlung

19.30 Uhr Abendessen (Kornhauskeller, Kornhausplatz 8, 3011 Bern; Haltestelle «Zytglogge»)

Freitag, 16. März 2018

09.00 – 09.50 Uhr Harald Pfeifer (BiBB, Bonn): “The individual preferences of decision makers and firms’ investment in worker training”

09.50 – 10.40 Uhr Jürg Schweri (EHB): „Do social norms increase firms’ willingness to provide training?”

10.40 – 11.10 Uhr Kaffeepause

11.10 – 12.00 Uhr Uschi Backes-Gellner (UniZH): "Effects of Universities of Applied Sciences on Innovation"

12.00 – 13.00 Keynote Lecture: Ursula Renold (KOF-ETH Zürich): „Übertragbarkeit eines Berufsbildungswesens auf andere Länder - Herausforderungen für Wissenschaft und Praxis“

13.00 – 13.30 Uhr Kleiner Imbiss

Poster Session (Donnerstag 14:50 Uhr; Raum A301):

Backes-Gellner, Uschi (Universität Zürich) & Christian Eggenberger: “Specificity of Skills and the Effects of Trade Shocks”

Bellmann, Lutz (IAB & Universität Nürnberg-Erlangen), Olaf Hübler & Ute Leber: “Works councils, training and workers’ satisfaction“

Bietenbeck, Jan (Lund University), Sanna Ericsson & Fredrick Wamalwa: "Preschool Attendance, School Progression, and Cognitive Skills in East Africa"

Dietrich, Hans (IAB), Hans-Dieter Gerner (IAB, TH Nürnberg), Harald Pfeifer (BiBB): “The double effect of the Great Recession on firm based training in Germany”

Eisenkopf, Gerard (Universität Vechta), Michael Dörsam & Guido Schwerdt: “The Incentive Effect of Tracking on Student Effort and Skill Development”

Jaik, Katharina & Stefan C. Wolter (Universität Bern): «From Dreams to Reality: Market forces and changes in occupational choices in the apprenticeship market»

Schnitzlein, Daniel (Leibniz Universität Hannover) & Daniel Gräber: „Parental Education and the Offspring’s Mental Health“

Woessmann, Ludger (CESifo & LMU), Marc Piopiunik, Guido Schwerdt & Lisa Simon: “Skills, Signals, and Employability: An Experimental Investigation“

Zumbühl, Maria & Stefan C. Wolter (Universität Bern): “The native-migrant gap in progressing into and through upper-secondary education”

Abstracts

Donnerstag, 15.03.2018

Wider Benefits of Continuous Work-Related Training

Jens Ruhose (Leibniz Universität Hannover), Stephan L. Thomsen, Insa Weilage

Investing in continuous training is important to meet changing skill demands over the life-cycle. It is also considered to yield important non-economic benefits, such as improved active citizenship and social cohesion. The empirical evidence on those wider benefits, however, is still scarce. We therefore study the effect of continuous training on civic/political, cultural, and social participation domains that are closely related to active citizenship and social cohesion. Using rich panel data from the German SOEP, we focus on the evaluation of work-related training that is common in almost every country. To account for selection bias and sorting on (pecuniary and non-pecuniary) gains, we employ a regression-adjusted matched difference-in-differences estimator, combining conventional kernel matching with entropy balancing. We find that work-related training increases civic/political and cultural participation, while not crowding out social participation. Further analysis, however, suggests that effects are concentrated among individuals who are already advantaged before training, questioning large population-wide benefits from participation in work-related training.

Gender Peer Effects, Non-Cognitive Skills and Marriage Market Outcomes: Evidence from Single-Sex Schools in the UK

Katja Kaufmann (Universität Mannheim), Lina Cardona

In this paper we analyze the long-run effects of single-sex schooling on individuals' marriage and family outcomes. First, we show that individuals positively select into single-sex schools, i.e. they have (ex-ante) characteristics (such as higher cognitive and non-cognitive skills, better health, more likely catholic, more highly educated parents and higher family income) which are positively correlated with marriage (negatively with divorce). Despite positive selection, we find that single-sex education negatively affects men's likelihood to ever having been married by their mid-forties and increases the likelihood of separation/divorce and we show that the estimated coefficients are likely to be lower bounds (in absolute value) of the true effects. For women on the other hand we do not find any effects. In terms of mechanisms, we show that single-sex schooling does not affect individuals' preferences/aspirations for marriage suggesting negative welfare implications since men who attended single-sex schools are less likely to reach those goals. Instead, likely channels are fewer (romantic) interactions with the opposite gender during teenage age (even outside of school) and effects of single-sex education on boys' non-cognitive skills (such as becoming more cautious and less aggressive) which negatively affect their marital chances. Lastly, we find that the likelihood of having a child is the same, while the likelihood of a (stable) marriage (conditional on having a child) is reduced with potentially important negative consequences for those children.

Equal Opportunities in Access to University: Lessons from the Randomization of a National Policy

Fabian Kosse (Universität Bonn), Michela Tincan and Ranjita Rajan

To evaluate the impact that affirmative action has on pre-university student outcomes, we exploit the first randomization of a percent plan policy for access to university. In the 128 Chilean high-schools that were part of the experiment, we administered an achievement test, and we collected survey data on students, their Mathematics and Spanish teachers, and school principals. We linked our data to survey and administrative data collected by the Chilean Ministry of Education, and obtained a student-level longitudinal dataset. Preliminary results indicate that the policy reduced student achievement by 0.10 standard deviations and it reduced study effort outside of class by 14 minutes per week, on average. These results are driven by students in vocational high-schools. Students became less pro-social as a consequence of the percent plan, especially in academic-oriented high-schools.

Primary School Students Benefit from Working Memory Training in Class: A Randomized Field Experiment

Daniel Schunk (Universität Mainz), Eva M. Berger, Henning Müller, Kirsten Winkel, Ernst Fehr

Cognitive and socio-emotional skills substantially affect important individual life outcomes such as health, educational attainment, life satisfaction, and labor market outcomes. Working memory capacity is a key determinant for a wide range of cognitive and socio-emotional skills. Based on a randomized field experiment with close to 600 first graders in Mainz/Germany we provide evidence on the causal effect of a five-week computer-based working memory training in the school context. We find substantial immediate and lasting (12 months) gains in working memory capacity; we further find far-transfer effects on math geometry skills as well as self-control related skills, such as inhibition control, attention, and teacher-rated self-control, with an increasing pattern over time. Far-transfer effects are mediated by training-related improvement in working memory capacity.

Tertiary Vocational Education Beats Academic Education? Earnings Developments of Matched Young Men

Thomas Zwick (Universität Würzburg), Veronika Gäckle

This paper shows that young men with a tertiary vocational education have considerably higher earnings than those who have an academic education during the first half of their career. We first match vocationally and academically educated people based on their labour market performance as well as their individual and employer characteristics during apprenticeship training using nearest neighbor matching. Then we compare the earnings development of the matched sample during their tertiary education phase and after its completion for maximally 16 years after apprenticeship completion. We use linked employer-employee data of the IAB (LIAB9310).

Freitag, 16.03.2018

Individual preferences of decision makers and firms' investment in worker training

Harald Pfeifer (BIBB, Bonn), Anika Jansen, Julia Raecke

In this paper, we study the relation between decision makers' preferences and training investments of their firms. We develop a theoretical framework, which includes individual preferences of decision makers as factors in a firm's profit maximization strategy. We then empirically test the hypothesis that the decision makers' risk and time preferences influence firm behavior with respect to their investments in worker training. Using firm-level data including both person-level preference measures and firm-level information about training costs, we find support for this hypothesis. Training investment is higher in firms with risk-inclined decision makers and lower in firms with procrastinating decision makers. The preference for future profits is relevant for training participation and volume, but not for the level of training investment. The results imply that firms have scope to adjust their profit-maximizing strategies by taking the individual preferences of their decision makers into account.

Do social norms increase firms' willingness to provide training?

Jürg Schweri (Swiss Federal Institute for Vocational Education and Training and University of Berne), Andreas Kuhn, Stefan Wolter

The provision of education and training is a public good that can be provided either by the state or by private actors. Existing empirical research shows that a substantive fraction of Swiss training firms is willing to incur considerable net training costs. One potential explanation for such behavior is that firms act in accordance with the norms and expectations they are faced with in the local labor market they are operating in. In the research described in this paper, we ask whether the norm towards the private, rather than the public, provision of public goods influences the probability that a firm is willing to offer apprenticeship positions.

We measure this norm using local results from several national-level votes, which explicitly dealt with the proper role of the state in the context of the apprenticeship system, and merge the voting data to data on firms training activity. In line with our hypothesis, we find that the training incidence is higher in communities which are characterized by a stronger norm towards the private, rather than the public, provision of public goods. This finding turns out to be robust to a series of robustness checks as well as to an instrumental-variable strategy that tackles the issue of potential endogeneity of voting results.

Effects of Universities of Applied Sciences on Innovation

Uschi Backes-Gellner (Universität Zürich), Curdin Pfister, Dietmar Harhoff, Patrick Lehnert, Tobias Schlegel, Tobias Schultheiss

This project studies the effects of the establishment of Universities of Applied Sciences (Fachhochschulen in Switzerland) on regional innovation activities. It exploits a quasi-experimental policy reform to study the causal effect of UAS - i.e. tertiary education institutions that conduct applied research - on regional patenting. It applies difference-in-differences estimations to investigate the effect on regional quantity of patents, quality of patents, firms' demand for R&D personnel, and innovation spillovers.

Findings for patent quantity in the German speaking part of Switzerland show an increase in regional patenting quantity of 8.5 to 14 percent. Regarding patenting quality, there are several measures that can be used as proxies and they all indicate an increase in patent quality. This suggests that the additional

patents of UAS are not patents with minor quality but rather with higher quality. In particular results show an increase of 2 to 12 percent in patent family size, the number of granted patents, the claims, and the citations per patent. These findings are robust to various model specifications, suggesting that the applied research taught in UAS's boosts regional innovation activity. Preliminary estimation results for the French and Italian speaking part of Switzerland so far do not indicate a similar effect in the French or Italian speaking parts of Switzerland. The driving factors for the differences between the language regions are still work in progress.

To investigate the effect of the establishment of UAS on R&D personnel of private firms, the project uses repeated cross-sectional data from the Swiss Earnings Structure Survey (ESS) and construct measures for the absolute number and the percentage of the firms' R&D personnel, as well as for wages paid to these employees. Results show a positive effect on firms' R&D personnel, in particular for small firms and firms in R&D-intensive industries.

In addition, analyzing job advertisements provided by the Swiss Job Market Monitor, the project provides evidence that after the establishment of UAS the jobs in the treated regions more often comprise of R&D-related tasks, not only for the new UAS graduates but also for apprenticeship graduates.

Poster Session

Backes-Gellner, Uschi (Universität Zürich) & Christian Eggenberger & Simon Janssen:

“Specificity of Skills and the Effects of Trade Shocks”

This paper studies how workers' adjustment costs to trade shocks depend on the specificity of their human capital. Combining data on occupational skills with data on employment shares, we calculate a new measure of occupational human capital specificity. This measure reflects the degree of dissimilarity between the skill bundle of a worker and the average skill bundle in the labor market. We find that rising import competition from China and Eastern Europe resulted in larger wage losses and unemployment for workers with specific skills than for workers with general skills. However, workers with specific skills also profited more from rising exports than those with general skills. As a result, the overall effect of trade integration on workers careers is close to zero for both, workers with specific and general skills.

Bellmann, Lutz (IAB & Universität Nürnberg-Erlangen), Olaf Hübler & Ute Leber:

“Works councils, training and workers' satisfaction”

This paper investigates the role of works councils on job satisfaction. Using the recently developed Linked Personnel Panel, we consider both the direct and indirect impact via further training. Basic estimates on an individual level do not reveal clearly direct effects but on an establishment level, the existence of a works council increases the average job satisfaction in a company. In more extended approaches, we find also a positive, weakly significant link on an individual level accompanied by positive training on job satisfaction if we control for personal characteristics, working conditions, firm size, collegiality variables and industry dummies. Firms with industry-wide bargaining agreements drive this result. The effects are stronger if the firm carries the training costs and if the share of trained workers within the firm measures training. The direct impact of works councils remains positive albeit becomes insignificant if Lewbel's instrumental variables estimator is applied.

Bietenbeck, Jan (Lund University), Sanna Ericsson & Fredrick Wamalwa:

“Preschool Attendance, School Progression, and Cognitive Skills in East Africa”

We study the effects of preschool attendance on children's school progression and cognitive skills in Kenya and Tanzania. Our analysis uses novel data from large-scale household surveys of children's literacy and numeracy skills, which also collect retrospective information on preschool attendance. Against the backdrop of a large expansion of pre-primary education, our regressions identify the impacts from within-household differences, controlling for a variety of child-specific covariates. In both countries, children who go to preschool tend to enroll in primary school late, and thus fall behind in terms of grades completed at early ages. However, once in school, they progress through grades faster and at ages 13-16 have completed about one and a half more months of schooling than their same-aged peers who did not attend preschool. They also score around 0.10 standard deviations higher on standardized cognitive tests, showing that there are important long-term benefits from preschool in Kenya and Tanzania.

Dietrich, Hans (IAB), Hans-Dieter Gerner (IAB, TH Nürnberg), Harald Pfeifer (BIBB):

“The double effect of the Great Recession on firm based training in Germany”

The poster addresses the effect of the Great recession on firms training behavior in Germany. We utilize data from the IAB-establishment panel from 2002 to 2012, including firms from the Old Länder. We address the economic shock caused by the Lehman crash in 2007 and its aftermath (the Great Recession). In contrast to most of the other European countries, Germany was hit strongly but only temporarily by the Great Recession; the German economy recovered rather fast (Möller 2010). Results indicate both effects of GDP-growth and firm-specific business expectations on firms training behavior (qualitative and quantitative decision). Besides a behavioral effect associated to the economic shock we observe composition effects regarding the structure of training firms.

Eisenkopf, Gerard (Universität Vechta), Michael Dörsam & Guido Schwerdt:

“The Incentive Effect of Tracking on Student Effort and Skill Development”

We provide novel insights on the incentive effects of educational tracking on student outcomes measured prior to the track decision. While many theoretical and experimental studies in the field of labor and experimental economics show that tournaments lead to increased efforts in employment relationships, only very few studies address the tournament structure provided by educational tracking. As the attendance of a higher ability track is associated with significantly higher career prospects, students who are at the margin to be admitted to a higher track should increase their effort prior to the admittance decision relatively stronger than students who are above the margin. Exploiting variation in the incentive intensity between marginal and non-marginal students in two German states over time, we find evidence confirming this theoretical prediction. The increased effort of marginal students is accompanied by a relatively greater improvement in standardized competence measures without having a detrimental effect on joy of learning.

Jaik, Katharina & Stefan C. Wolter (Universität Bern):

“From Dreams to Reality: Market forces and changes in occupational choices in the apprenticeship market”

This study empirically investigates whether an unbalanced relationship in the percentages of apprenticeships in specific occupations that had been allocated in earlier years and students having a very early interest (dream) in those occupations influences student successive decision making in choosing a particular apprenticeship occupation. We use a unique dataset from Switzerland with detailed information on students' very early occupational dreams (ages 13-14) and information on their ultimately chosen occupation at the end of compulsory school. The estimation results show that although the majority of students switch to another occupation than their initial dream, students who wished to do an apprenticeship in an occupation with more training places than students who had this occupation as their dream occupation, have a statistically significant higher probability of choosing their early dream occupation. However, students who dreamed of a training place in an overly popular occupation, have a higher probability of delaying the transition to upper secondary education for at least one year, instead of switching to another occupation.

Schnitzlein, Daniel (Leibniz Universität Hannover) & Daniel Gräber:

“Parental Education and the Offspring’s Mental Health”

We estimate the causal effect of parental education on the mental health of their children in adulthood. Theoretical considerations predict positive direct and indirect effects of parental education on the offspring’s mental health. To identify the causal effect of parental education, we exploit exogenous variation in parental schooling, caused by a compulsory schooling law reform in Germany, which is unrelated to offspring’s mental health. In contrast to the theoretical considerations, we find no evidence of a causal protective effect of parental education on offspring’s mental health. Instead, empirical results suggest a negative effect of parental education on the offspring’s mental health which is especially pronounced among daughters.

Woessmann, Ludger (CESifo & LMU), Marc Piopiunik, Guido Schwerdt & Lisa Simon:

“Skills, Signals, and Employability: An Experimental Investigation”

As skills of labor-market entrants are usually not directly observed by employers, individuals acquire skill signals. To study which signals are valued by employers, we simultaneously and independently randomize a broad range of skill signals on pairs of resumes of fictitious applicants among which we ask a large representative sample of German human-resource managers to choose. We find that signals in all three studied domains – cognitive skills, social skills, and maturity – have a significant effect on being invited for a job interview. Consistent with the relevance, expectedness, and credibility of different signals, the specific signal that is effective in each domain differs between apprenticeship applicants and college graduates. While GPAs and social skills are significant for both genders, males are particularly rewarded for maturity and females for IT and language skills. Older HR managers value school grades less and other signals more, whereas HR managers in larger firms value college grades more.

Zumbühl, Maria & Stefan C. Wolter (Universität Bern):

“The native-migrant gap in progressing into and through upper-secondary education”

In this paper we follow the students that took the PISA 2012 test in Switzerland and analyze their transition into and progress in upper-secondary education. We observe a substantive difference in the rate of progress between natives and students with a migration background. One year after leaving compulsory school, the gap between the natives and migrants that are on-track - entering the second year of upper-secondary education - is 15 percentage points. Observable differences in cognitive and non-cognitive skills can explain the gap in the success rate within upper-secondary education, but cannot fully explain the difference in the transition rate into upper-secondary education. More refined analyses present results that are consistent with the hypotheses of differences in tastes, aspirations and incomplete or inaccurate information about the education system explaining the gap in the transition into post-compulsory education.

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