

Jahrestagung

Bildungsökonomischer Ausschuss im Verein für Socialpolitik

17./18. März 2016

Tagungsort: Leibniz-Institut für Bildungsverläufe (LIfBi),
Wilhelmsplatz 3, 96047 Bamberg

Generalthema:

„**Bildung im Lebensverlauf**“

Mittwoch, 16. März 2016

- 17.00 Uhr **Stadtführung** „Faszination Weltkulturerbe“
19.00 Uhr **Get-together**, Gastwirtschaft Schlenkerla (Dominikanerstraße 6)

Donnerstag, 17. März 2016

- 09.00 – 09.10 Uhr Begrüßung und Einführung (Ludger Wößmann, Guido Heineck)
09.10 – 10.00 Uhr Anna Makles, **Kerstin Schneider**, Alexandra Schwarz (Universität Wuppertal)
What Determines Educational Success? Results from Schooling Trajectories in the City State of Bremen
10.00 – 10.50 Uhr Oliver Falck, Alexandra Heimisch, **Simon Wiederhold** (ifo Institut München)
Returns to ICT Skills
10.50 – 11.20 Uhr *Kaffeepause*
11.20 – 12.10 Uhr Simon Janssen, **Jens Mohrenweiser** (Bournemouth University)
The Long-lasting Effect of Technological Change on the Careers of Young Workers: Evidence from Changes of Mandatory Training Regulations
12.10 – 13.00 Uhr **Regina Riphahn** (Universität Erlangen-Nürnberg)
Intergenerational Transmission of Educational Attainment - Developments over Time and Age
13.00 – 14.00 Uhr *Mittagessen*
14.00 – 15.00 Uhr *Keynote Lecture:*
Karthik Muralidharan (University of California, San Diego)
Improving Education Outcomes in Low-Income Countries: What Have We Learned in the Past Decade?
15.00 – 15.30 Uhr *Kaffeepause*

- 15.30 – 16.20 Uhr Markus Nagler (LMU München), **Marc Piopiunik** (ifo München), Martin R. West (Harvard GSE)
Weak Markets, Strong Teachers: Recession at Career Start and Teacher Effectiveness
- 16.20 – 17.15 Uhr **Poster Session** (siehe unten)
- 17.15 – 18.15 Uhr **Mitgliederversammlung**
- 19.00 Uhr **Abendessen**, Restaurant Hofbräu (Karolinenstraße 7)

Freitag, 18. März 2016

- 09.00 – 09.50 Uhr **Volker Meier** (LMU und ifo München), Ioana Schiopu (ESADE Barcelona)
Why Academic Quality in Higher Education Declines
- 09.50 – 10.40 Uhr Philipp Lergetporer, **Ludger Woessmann** (LMU und ifo München)
The Political Economy of University Tuition Fees: Information Provision and Income Contingency in Representative Survey Experiments
- 10.40 – 11.10 Uhr *Kaffeepause*
- 11.10 – 12.00 Uhr Tobias Meyer, **Stephan Thomsen** (NIW Hannover and Leibniz Universität Hannover)
Can We Use Young People's Human Capital More Efficiently? – The Effect of a Reduced High School Duration on Labour Market Outcomes
- 12.00 – 13:00 Uhr *Keynote Lecture:*
Hans-Günther Roßbach (LfBi Bamberg)
Frühkindliche Bildung in Deutschland – Stand, Forschungsergebnisse, Entwicklungslinien
- 13.00 – 13.30 Uhr *Kleiner Imbiss*

Poster Session (Donnerstag 16:20 Uhr):

- Lutz Bellmann** (IAB Nürnberg), Mario Bossler, Hans-Dieter Gerner, Olaf Hübler: *Further Training and the New German Minimum Wage*
- Gerald Eisenkopf** (Universität Konstanz), Stephan Schumann: *Economic Competences and Decisions*
- Katja Görlitz** (FU Berlin), Marcus Tamm (RWI Berlin): *The Returns to Voucher-financed Training on Wages, Employment and Job Tasks*
- Michael Lechner** (University of St. Gallen): *The Effects of University Sports and Exercise on Educational Outcomes: Evidence from an RCT in Switzerland*
- Volker Grossmann, **Aderonke Osikominu** (University of Hohenheim), Marius Osterfeld: *Are Sociocultural Factors Important for Studying a Science University Major?*
- Patrick Puhani** (Leibniz Universität Hannover), Philip Yang: *Do Evaluators Adapt Their Standards to Their Candidates? Evidence from the Introduction of Centralized Exams*
- Omar-Adam Ayaita**, **Kerstin Pull** (Universität Tübingen), Uschi Backes-Gellner: *Research Productivity beyond Journal Articles – Productivity Patterns of Researchers over Time*
- Daniel Dietz, **Thomas Zwick** (University of Würzburg and ZEW Mannheim): *You Retain Whom You Train: Analyzing the Effect of Training on Employee Retention*
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Abstracts

Donnerstag

What Determines Educational Success? Results from Schooling Trajectories in the City State of Bremen

Anna Makles, Kerstin Schneider, Alexandra Schwarz (Universität Wuppertal)

We use individual student data provided by the federal state of Bremen to construct educational careers. The data includes student information like gender and age, schools attended, degrees attained and grade retention. In addition, address information (building block) is available, which allows describing the students' neighborhood. Since the data is a census of all students, the data is not plagued by selectivity and we can deduce school careers for a cohort of students. The structure of the data allows assessing the impact of educational decisions on educational outcomes. For instance, we study the effect of grade retention in the first four grades or the predictive power of changing the school track between grade 5 and 7 on the likelihood to get Abitur. The analysis helps to identify pivotal events.

Returns to ICT Skills

Oliver Falck, Alexandra Heimisch, Simon Wiederhold (ifo Institut München)

How important is mastering information and communication technologies (ICT) in modern labor markets? We present the first evidence on this question, drawing on unique data that provide internationally comparable information on ICT skills in 19 countries. Using an instrument that leverages cross-country variation in the technologically determined probability of having Internet access, we find that ICT skills are substantially rewarded in the labor market. Placebo estimations show that exogenous Internet availability cannot explain numeracy or literacy skills, suggesting that our identifying variation is independent of a person's general ability. We also exploit technological peculiarities that determine Internet availability across German municipalities and confirm the findings from the cross-country analysis. Our results further suggest that the proliferation of computers complements workers in executing abstract tasks that use and reinforce ICT skills.

The Long-lasting Effect of Technological Change on the Careers of Young Workers: Evidence from Changes of Mandatory Training Regulations

Simon Janssen, Jens Mohrenweiser (Bournemouth University)

This paper investigates how the increasing labor supply of fresh graduates with modern IT (information technology) skills impacts the careers of incumbent workers during periods of fundamental technological change. To identify the causal effect within a difference-in-difference framework, we exploit a regulatory change in a mandatory German apprenticeship training regulation that obligated fresh graduates of a large manufacturing occupation to acquire modern IT skills. The paper shows that fresh graduates with modern IT skills crowd incumbent workers out of their jobs and occupations. As a result, even young incumbent workers, who lack modern IT skills, experience long-lasting earnings reductions. The earnings effects prevail for more than 20 years and incumbent workers are more likely to leave their occupation or to become unemployed.

Intergenerational Transmission of Educational Attainment - Developments over Time and Age

Regina Riphahn (Universität Erlangen-Nürnberg)

The paper consists of two parts. It first investigates the development of the transmission of educational attainment between parents and their children updating an earlier contribution by Heineck and Riphahn (2009) based on the most recent available data from the German Socioeconomic Panel. This describes the level of equality of opportunity inherent in the German educational system and its development over the last decades. The second part of the paper investigates the development of intergenerational education transmission over the individual life cycle. Using newly available survey information on various outcomes over time we investigate the relevance of parental education for child outcomes from birth and early childhood through youth and early adulthood. The focus is on quantifying intergenerational correlations over the life cycle.

Weak Markets, Strong Teachers: Recession at Career Start and Teacher Effectiveness

Markus Nagler (LMU München), Marc Piopiunik (ifo München), Martin R. West (Harvard GSE)

How do alternative job opportunities affect teacher quality? We provide the first causal evidence on this question by exploiting business cycle conditions at career start as a source of exogenous variation in the outside options of potential teachers. Unlike prior research, we directly assess teacher quality with value-added measures of impacts on student test scores, using administrative data on 33,000 teachers in Florida public schools. Consistent with a Roy model of occupational choice, teachers entering the profession during recessions are significantly more effective in raising student test scores. Results are supported by placebo tests and not driven by differential attrition.

Poster Session

Further Training and the New German Minimum Wage

Lutz Bellmann (IAB Nürnberg), Mario Bossler, Hans-Dieter Gerner, Olaf Hübler

In Germany, a new national minimum wage of € 8.50 per hour of work came into force on 1 January 2015. Using data from the IAB Establishment Panel Survey we test the hypothesis that firms attempt to circumvent the cost increases of the minimum wage by a higher productivity. This higher productivity could be achieved by further training. We analyse whether establishments affected by the new minimum wage adopted or intensified further training activities ahead of the minimum wage introduction in 2014 and/or in response of the new law in 2015.

Economic Competences and Decisions

Gerald Eisenkopf (Universität Konstanz), Stephan Schumann

We report test results on economic competencies of economics students at the beginning of their tertiary education which we elicited among all incoming economics students (major and minor) at the University of Konstanz. We will match the scores with lab data on students' cognitive competences and their experimental behavior regarding strategic decision making and social preferences. We will test the hypothesis that advanced economic competences coincide with enhanced strategic reasoning because both benefit from higher general cognitive skills. Our study will contribute to the design of programs of economic education and provide insights into general and domain-specific determinants of economic decisions.

The Returns to Voucher-financed Training on Wages, Employment and Job Tasks

Katja Görlitz (FU Berlin), Marcus Tamm (RWI Berlin)

This paper analyzes the returns to training that was co-financed by a German training voucher program. The estimation strategy compares outcomes of participants in voucher training with voucher recipients who intended to participate in training, but did not do so because of a random event like course cancellation by the provider of training. While there is no impact of voucher training on wages and employment, there is evidence that after training participation individuals are more often engaged in nonroutine analytic tasks.

Are Sociocultural Factors Important for Studying a Science University Major?

Volker Grossmann, Aderonke Osikominu (University of Hohenheim), Marius Osterfeld

This paper examines the role of the sociocultural background of students for choosing STEM fields in university. We combine rich survey data on university graduates in Switzerland with municipality level information from the census as well as nationwide elections and referenda to characterize a student's home environment with respect to religious and political attitudes towards gender equality and science-related issues. Our empirical estimates are based on a structural Roy model which accounts for differences in costs (relative distance to the next technical university) and earnings across majors as well as for selection bias. Our findings suggest that male students from conservative municipalities are more likely to study a STEM field, whereas the sociocultural background plays little role for the major choice of females.

Do Evaluators Adapt Their Standards to Their Candidates? Evidence from the Introduction of Centralized Exams

Patrick Puhani (Leibniz Universität Hannover), Philip Yang

(work in progress): Hiring committees or personnel departments are often confronted with candidates' evaluation or other reports that have originated from different contexts, for example by the same evaluators at different points in time or by different evaluators. There is often subjective leeway in evaluations that makes it difficult to compare evaluation results originating from different contexts. In this project, we plan to exploit a natural experiment where decentralized evaluations have been replaced by centralized evaluations. This happened through the introduction of centralized exams for the final exams at the end of high school in the German state of Hesse. We observe exams results in all schools (comprehensive and grammar schools) in that state before and after centralized exams have been introduced across all schools. Test results suggest that grammar school students on average are a more positive selection in terms of their academic abilities than comprehensive school students. If evaluators adapt their marking standards to the abilities of their students, we expect comprehensive school students to obtain better marks in a decentralized than in a centralized exam system.

Research Productivity beyond Journal Articles – Productivity Patterns of Researchers over Time

Omar-Adam Ayaita, Kerstin Pull (Universität Tübingen), Uschi Backes-Gellner

We analyze researchers' publication productivity not only with respect to journal publications, but also with respect to various other publication forms: monographs, chapters in edited books, book editorships and journal editorships. We find that journal article productivity in terms of *Handelsblatt* points does not adequately proxy the overall publication productivity of researchers in the German speaking business and economics community. A cluster analysis reveals that there are obviously different types of researchers that follow distinct publication strategies. With regard to time trends, we find that there has been a significant shift towards journal article publications at the beginning of the new millennium – presumably resulting from the general shift in attention towards publications in refereed journals pushed for example by the *Handelsblatt*-Ranking and VHB *Jourqual*.

You Retain Whom You Train: Analyzing the Effect of Training on Employee Retention

Daniel Dietz, Thomas Zwick (University of Würzburg and ZEW Mannheim)

This paper analyses the effect of training participation on employees' retention in the training company. In contrast to previous studies, we additionally consider individual wage increases that exceed company-wide wage increases. Based on a German linked-employer-employee data set (WeLL-ADIAB), we show that training increases employees' retention in the current company. However, if training participants are able to credibly signal the training contents to potential employers by means of training certificates, the retention effect of training declines. This is particularly the case for training certificates from external institutions.

Freitag

Why Academic Quality in Higher Education Declines

Volker Meier (LMU und ifo München), Ioana Schiopu (ESADE Barcelona)

We investigate the choice of quality, or academic content, in higher education in a two-sector model. Individuals are differentiated according to their cost of acquiring human capital. A higher academic quality increases productivity upon training, but is also associated with higher cost of acquiring skill. We consider both a differentiated university system in which quality is tailored to the individual need, and a uniform quality system being politically determined. The former yields a higher income dispersion. Average quality decreases under both systems when the skill premium increases. Moving from a single stage to a two-stage scheme reduces quality in the first stage and increases quality in the second stage. Increasing differentiation in higher education can decrease student effort and skill of medium ability types.

The Political Economy of University Tuition Fees: Information Provision and Income Contingency in Representative Survey Experiments

Philipp Lergertporer, Ludger Woessmann (LMU und ifo München)

The public's preferences for tuition fees are crucial for determining how higher education systems are financed. We devise a series of randomized survey experiments in representative samples of the German adult population to test whether public support for university tuition fees is affected by two factors: providing information about the relative earnings of university graduates and making fee payments contingent on graduates' later earnings. We find that, first, informing respondents about university graduates' relative earnings changes a public plurality against regular tuition fees into a public plurality in favor of tuition fees. Second, devising tuition fees in a way that is contingent on future incomes changes public support into a strong majority in favor of tuition fees.

Can We Use Young People's Human Capital More Efficiently? – The Effect of a Reduced High School Duration on Labour Market Outcomes

Tobias Meyer, Stephan Thomsen (NIW Hannover and Leibniz Universität Hannover)

In 2003, the German state of Saxony-Anhalt decided a one-year reduction of high school duration holding the required graduation standards unchanged. The abolishment of a whole year of schooling – as implemented in that reform – implies a substantial increase of learning intensity for the affected students with further impacts on qualification achievements and post-secondary education decisions. Based on new and primary data surveyed at the end of 2014 on the double cohort of graduates in 2007 (under the traditional and the reformed system), we exploit the natural experiment induced by the reform to evaluate causal effects on outcomes characterizing labor market success. These cover, besides others, the timing of labor market entry and associated wages, quality of jobs, occupational status and match of qualification.