



10  
YEARS

NEPS

National Educational Panel Study

5th International NEPS Conference

December 7, 2020 | LIfBi | [web-version abridged](#)

Prof. Dr. Cordula Artelt

LIfBi

LEIBNIZ INSTITUTE FOR  
EDUCATIONAL TRAJECTORIES

# OUTLINE



## PAST:

**Important milestones from the beginnings until today**

## PRESENT:

**What we achieved so far: Facts and figures about NEPS**

## FUTURE:

**A brief outlook on the further development of the NEPS**

## AND OUR COURSE:

**A sincere thank you**

PAST:

# IMPORTANT MILESTONES FROM THE BEGINNINGS UNTIL TODAY

## Members of the National Educational Panel Study Consortium

(in the order of appearance; affiliation as stated in the application)

**Education as a Lifelong Process**

**A Proposal for a  
National Educational Panel Study (NEPS)  
in Germany**

*Part A:  
Overview*

**Principal Applicant**

**Prof. Dr. Hans-Peter Blossfeld  
Faculty of Social and Economic Sciences  
Bamberg University**

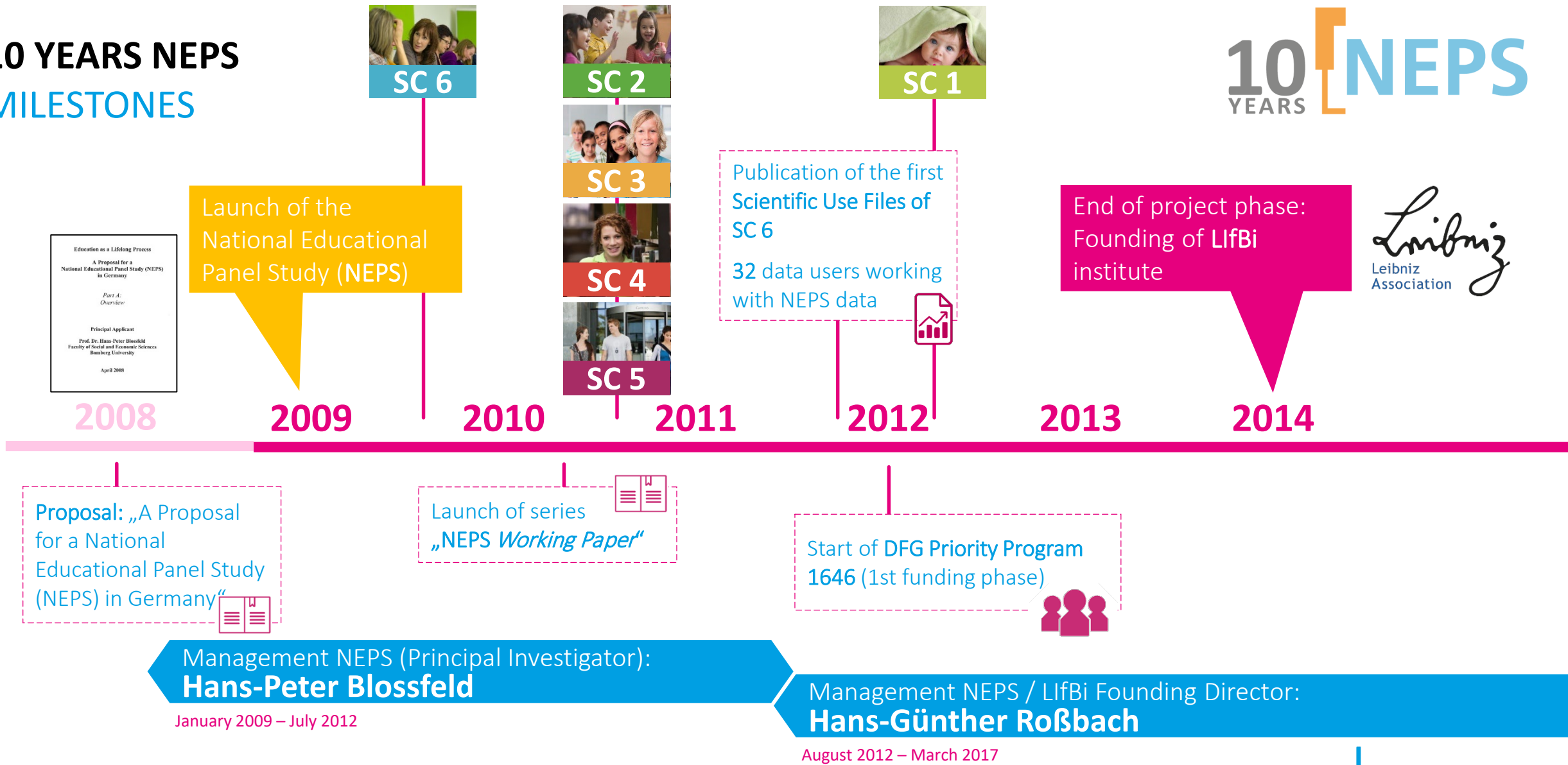
**April 2008**

Prof. Dr. Hans-Peter Blossfeld (Uni Bamberg)  
Prof. Dr. Sabine Weinert (Uni Bamberg)  
Prof. Dr. Cordula Artelt (Uni Bamberg)  
Dr. Timo Ehmke (IPN)  
Prof. Dr. Manfred Prenzel (IPN)  
Dr. Martin Senkbeil (IPN)  
Dr. Oliver Walter (IPN)  
Prof. Dr. Hans-Günther Roßbach (Uni Ba.)  
Dr. Thomas Bäumer (Uni Bamberg)  
Prof. Dr. Eckhard Klieme (DIPF)  
PD Dr. Ludwig Stecher (DIPF)  
Prof. Dr. Hartmut Ditton (LMU)  
Prof. Dr. Jörg Doll (Uni Bamberg)  
Prof. Dr. Karin Kurz (Uni Leipzig)  
Dr. Volker Stocké (Uni Mannheim)  
Prof. Dr. Irena Kogan (Uni Bamberg)  
Prof. Dr. Hartmut Esser (Uni Mannheim)  
Prof. Dr. Frank Kalter (Uni Leipzig)  
Dr. Cornelia Kristen (Uni Leipzig)  
Prof. Petra Stanat, Ph.D. (FU Berlin)  
Prof. Dr. Johannes Schwarze (Uni Bamberg)  
Prof. Dr. Monika Jungbauer-Gans (Uni Kiel)  
Dr. Andrea Mühlenweg (ZEW)

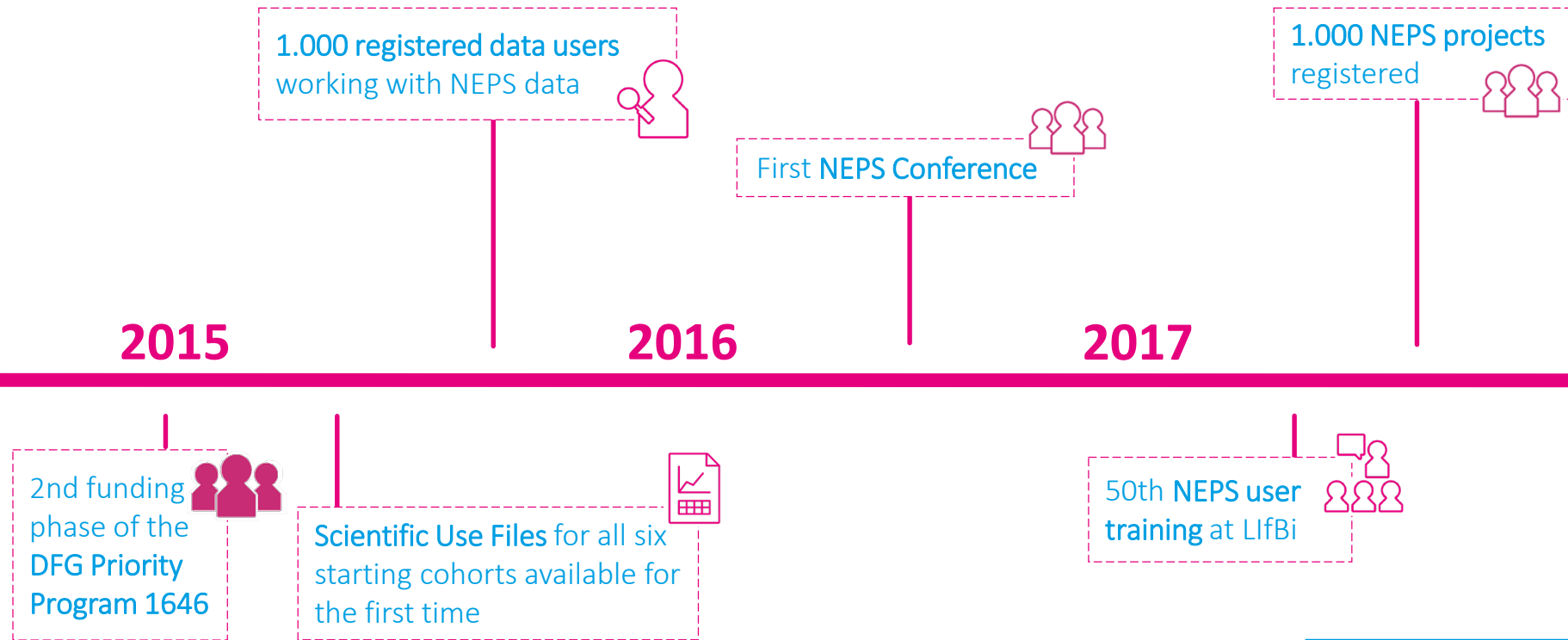
Prof. Dr. Patrick Puhani (Uni Hannover)  
Dr. Guido Schwerdt (ifo)  
Prof. Dr. Ludger Wößmann (ifo)  
Christoph Wunder (Uni Bamberg)  
Prof. Dr. Susanne Rässler (Uni Bamberg)  
Prof. Dr. Uwe Blien (IAB & TU  
Kaiserslautern)  
Prof. Dr. Claus Carstensen (IPN)  
Prof. Dr. Henriette Engelhardt-  
Wölfler (Uni Bamberg)  
Dr. Hans Kiesl (IAB)  
Dr. Jutta von Maurice (Uni Bamberg)  
Dr. Thomas Martens (DIPF)  
Dr. Frank Goldhammer (DIPF)  
Dr. Heiko Rölke (DIPF)  
Britta Upsing (DIPF)  
Prof. Dr. Gabriele Faust (Uni Bamberg)  
Prof. Dr. Jörg Doll (Uni Bamberg)  
Dr. Thorsten Schneider (Uni Bamberg)  
Prof. Dr. Wilfried Bos (Uni Dortmund)  
Prof. Dr. (em.) Inge Blatt (Uni Hamburg)  
Prof. Dr. Juliane House (Uni Hamburg)  
Dr. Andreas Voss (Uni Dortmund)

Prof. Dr. Jürgen Baumert (MPIB)  
Dr. Oliver Lüdtke (MPIB)  
Dr. Kai Maaz (MPIB)  
Dr. Gabriel Nagy (MPIB)  
PD Dr. Ulrich Trautwein (MPIB)  
Prof. Dr. Ludwig-Mayerhofer (Uni Siegen)  
Rosine Dombrowski (WZB)  
Christian Ebner (WZB)  
Dr. Kathrin Leuze (WZB)  
Prof. Dr. Heike Solga (WZB)  
Prof. Dr. Andrä Wolter (TU Dresden)  
Dr. Christoph Heine (HIS)  
Dr. Christian Kerst (HIS)  
Karl-Heinz Minks (HIS)  
Dr. Hilde Schaeper (HIS)  
Prof. Dr. Jutta Allmendinger (WZB)  
Manfred Antoni (IAB)  
Katrin Drasch (IAB)  
Dr. Corinna Kleinert (IAB)  
Dr. Britta Matthes (IAB)

# 10 YEARS NEPS MILESTONES



# 10 YEARS NEPS MILESTONES



Management NEPS / LifBi  
**Hans-Günther Roßbach**

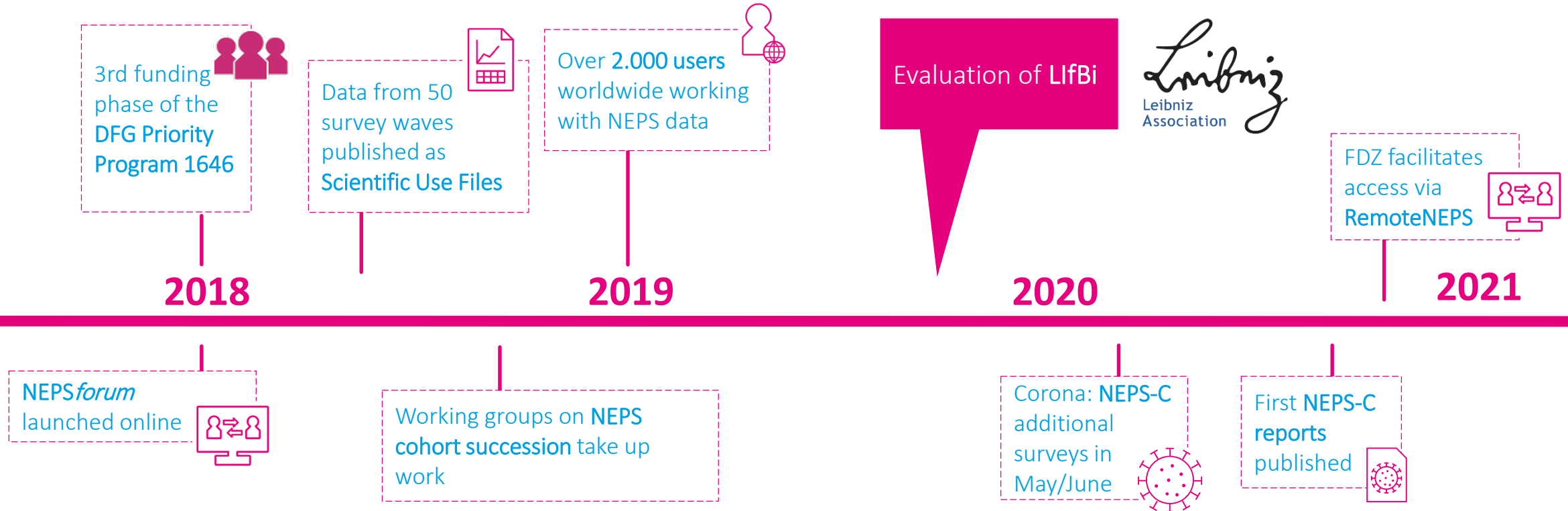
August 2012 – March 2017

Management NEPS/LifBi (interim):  
**Sandra Buchholz**

April 2017 – March 2018

# 10 YEARS NEPS MILESTONES

10 YEARS [NEPS]



Management NEPS/LifBi (interim):  
**Sandra Buchholz**

April 2017 – March 2018

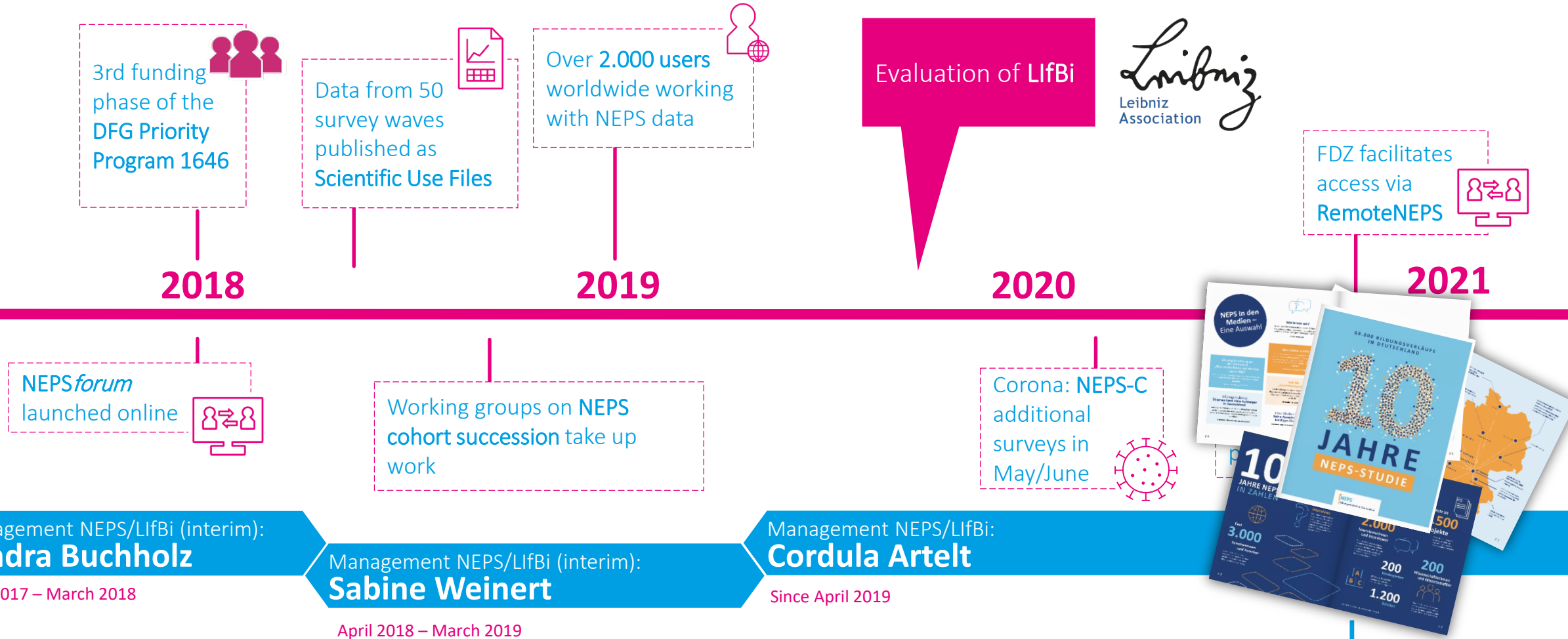
Management NEPS/LifBi (interim):  
**Sabine Weinert**

April 2018 – March 2019

Management NEPS/LifBi:  
**Cordula Artelt**

Since April 2019

# 10 YEARS NEPS MILESTONES





# 10 YEARS NEPS | CORONA & EDUCATION

→ [www.neps-data.de/Data-Center/Data-and-Documentation/NEPS-C](http://www.neps-data.de/Data-Center/Data-and-Documentation/NEPS-C)

- Survey Instruments and Field Reports are already published,
- SUF Version is available soon.

→ [www.lifbi.de/Corona](http://www.lifbi.de/Corona)

- 4 Reports „NEPS Corona & Bildung“ have already been published, with more to come soon.

Report No. 1:  
**Corona-related school closures—  
...and everything is going digitally now?**  
How parents with children in 8th grade experienced the school closures in Germany

Report No. 2:  
**Working life in the Corona crisis:  
What role do educational differences play?**  
Analyses based on the NEPS starting cohorts 2, 4, 5 and 6

Report No. 3:  
**Childcare in the Corona crisis: Who provides childcare  
when schools and day-care centres close?**  
How the working lives of parents have influenced childcare during the lockdown

Report No. 4:  
**Satisfaction in turbulent times: How important was communication  
between parents and schools during school closures**  
Parents' assessments of the support provided by the school and of the learning success of their children during the school closures

**Zufriedenheit in unruhigen Zeiten: Welche Rolle die Kommunikation zwischen Eltern und Schulen während der Schulschließungen gespielt hat**  
Einschätzungen von Eltern zur Unterstützung durch die Schule und zum Lernerfolg ihrer Kinder während des Lockdowns

**HINWEISE ZU STICHPROBE UND METHODIK**  
Die folgenden Ergebnisse beruhen auf einer Zusatzbefragung der Startkohorte 2 des Nationalen Bildungspanels (NEPS) zur Corona-Krise (NEPS-C). Die Daten wurden von Mai bis Juni 2020 erhoben.  
Die Startkohorte 2 des NEPS ist im Jahr 2010 mit Kindern im Kindergarten, also zwei Jahre vor Schulbeginn, in ganz Deutschland gestartet. Die Kinder waren bei der ersten Erhebung im Durchschnitt knapp 5 Jahre alt. Mit Beginn der Grundschulzeit wurden weitere Kinder in die Startkohorte aufgenommen. Insgesamt nahmen 1.452 Eltern dieser Kinder an der Zusatzbefragung zur Corona-Krise teil. Die Kinder waren zu diesem Zeitpunkt in der 8. Klasse. Die Daten gehen gewichtet und post-stratifiziert in die Analysen ein, so dass die Aussagen verlässlicher und vergleichbarer sind. Die konkreten Frageformulierungen sowie zusätzliche Diagramme und Tabellen finden sich im Supplement zum Bericht.  
Die Ergebnisse beruhen auf gewichteten Daten zu Schülerinnen (47 %) und Schülern (53 %), die mittlerweile eine weiterführende Schule besuchen. Ihre Familien weisen zu 56 % einen nicht-akademischen Bildungshintergrund und zu 34 % einen akademischen Hintergrund auf, was bedeutet, dass mindestens ein Elternteil ein Studium absolviert hat. 57 % der Schülerinnen und Schüler besuchen zu Beginn des Schuljahres 2019/2020 ein Gymnasium und 43 % der Schülerinnen und Schüler eine andere Schulform.  
Weitere Hinweise zum NEPS, zur Startkohorte 2 und zur Zusatzbefragung NEPS-C finden sich online.

PRESENT:

# WHAT WE ACHIEVED SO FAR: FACTS AND FIGURES ABOUT NEPS

10  
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# NEPS

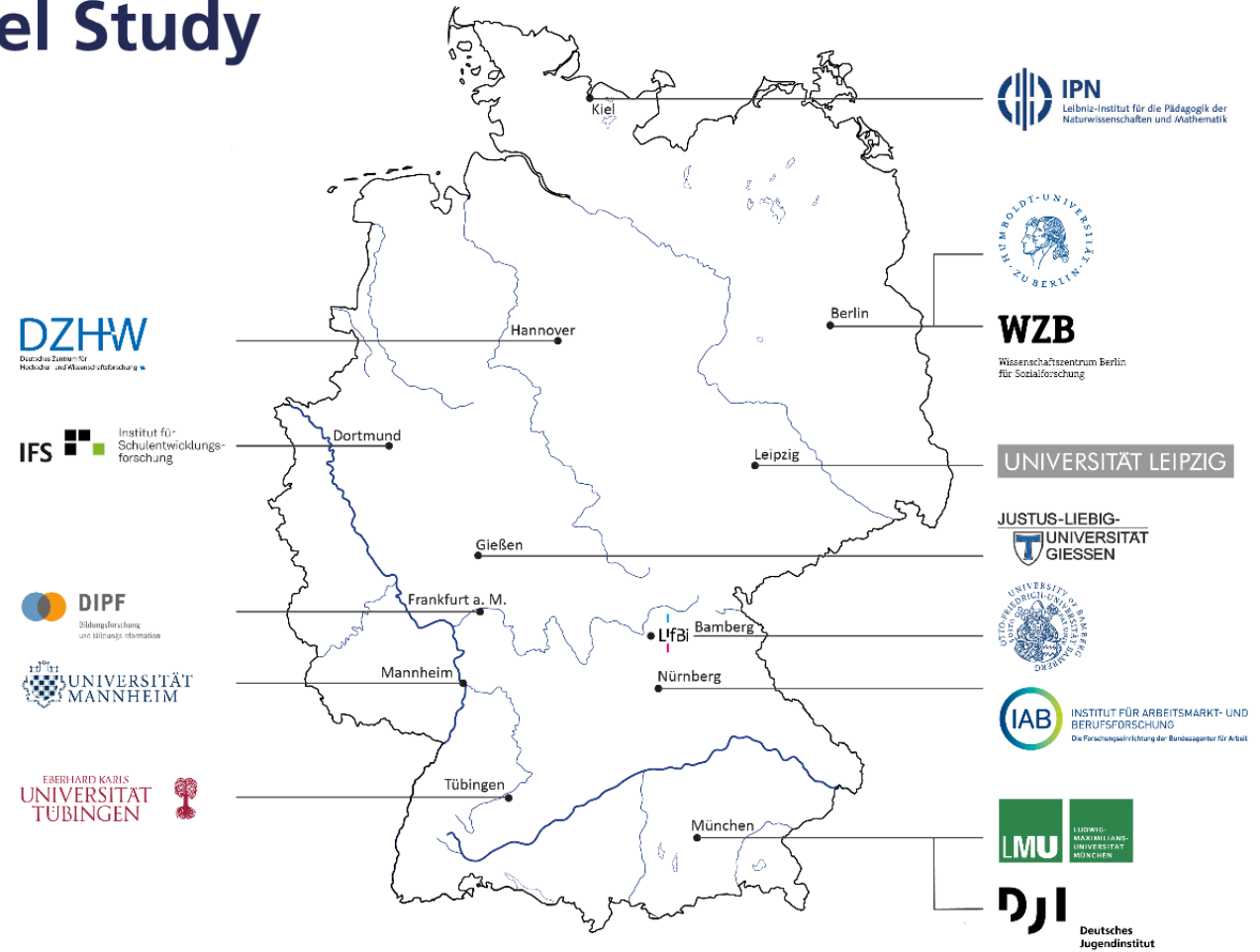
## National Educational Panel Study



NEPS is the largest long-term social science project on education ever conducted in Germany.



Twelve renowned research institutes work together in the NEPS network, Coordinated and led by the LfBi.



10  
YEARS

# NEPS

## National Educational Panel Study



More than **60,000** people **from infants to adults** have been and are being surveyed in NEPS.

In addition, there are more than **40,000** people **from the environment** of the participants, e.g. parents or educational staff.



**141** main surveys have been conducted since the beginning of the NEPS,  
Over **500+** interview and testing instruments have been used.

As of December 1, 2020

10  
YEARS

NEPS

## National Educational Panel Study



**67 Scientific-Use-Files\*** have been published since 2011 - they are available to the scientific community free of charge.

\* **73** incl. Additional Studies Thuringia and Baden-Wuerttemberg

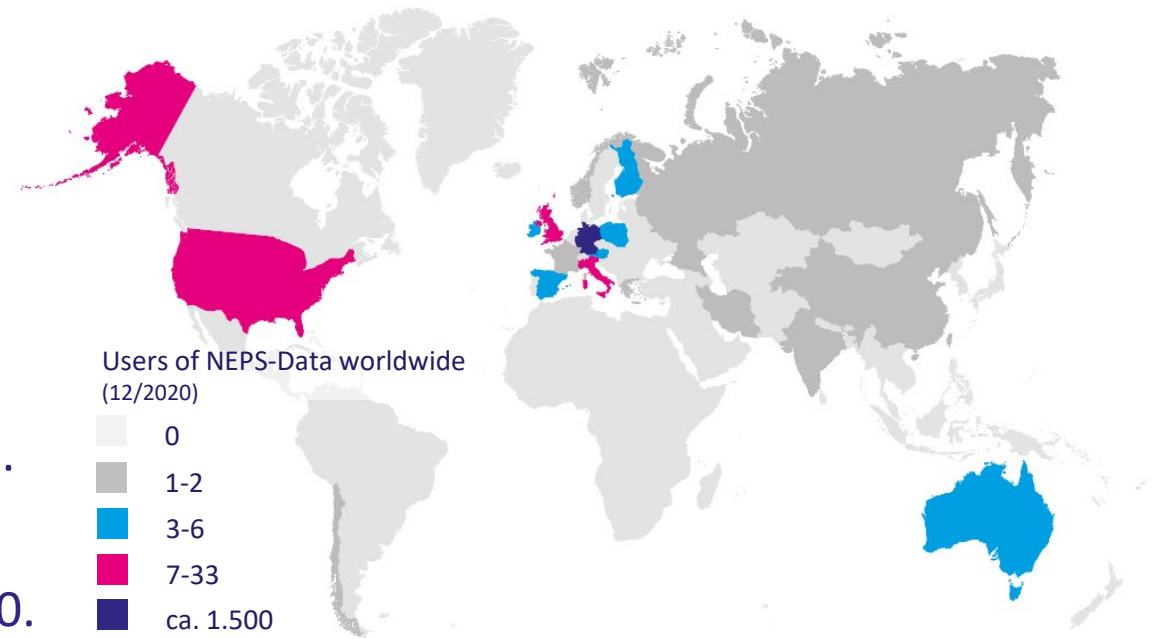


More than **2,500 researchers** have already used NEPS data – in **31** countries worldwide.



**413** researchers have registered during 2020.

As of December 1, 2020



10  
YEARS

NEPS

## National Educational Panel Study



**80** NEPS Data Trainings have been conducted by the FDZ-LIfBi so far.



The **1<sup>st</sup>** International NEPS Conference took place in Bamberg in 2016



**5** Publications have been honored with the **NEPS Publication Award**



Over **1,100** publications relating to NEPS have been reported to us so far, about **350** of them are **peer-reviewed** publications.

2018

**Daniel A. Kamhöfer, Hendrik Schmitz and Matthias Westphal**

Heterogeneity in Marginal Non-Monetary Returns to Higher Education

**Anke Heyder and Martin Brunner**

Teachers' aptitude beliefs as a predictor of helplessness in low-achieving students: Commonalities and differences between academic domains

2017

**Steffen Hillmert, Andreas Hartung and Katarina Weßling**

A decomposition of local labour-market conditions and their relevance for inequalities in transitions to vocational training

2016

**Fabian Ochsenfeld**

Preferences, constraints, and the process of sex segregation in college majors: A choice analysis

2014/2015

**Aileen Edele and Petra Stanat**

The role of first-language listening comprehension in second-language reading comprehension.

- Since 2014 LIfBi has been regularly preparing research results based on NEPS data for stakeholders and the public.

→ [www.lifbi.de/NEPS-Ergebnisse-kompakt](http://www.lifbi.de/NEPS-Ergebnisse-kompakt) | [www.lifbi.de/NEPS-Results-Compact](http://www.lifbi.de/NEPS-Results-Compact)

! Early Scientific Literacy:  
Vocabulary is What Counts!

! Supplementing Missing Data Using  
Estimation Procedures—How it Works

! Why Parents Choose to Send Their  
Children to a Day-Care Center

! First Representative Population Study Among Adolescents in  
Germany: Video Games Hardly Influence Cognitive Abilities

! Further Education: Companies Invest  
Less If Competitors Are Next Door

! From Unemployment Quickly Back to Work?  
This is Easier in Male-Dominated Professions

! School Recommendation or Parents' Choice?  
Equity of Achievement in the Transition to  
Secondary School

! The Safety Net: Vocational Qualifications  
Help After Dropping Out of Higher Education

- Since 2014 LfBi has been regularly preparing research results based on NEPS data for stakeholders and the public.

→ [www.lifbi.de/NEPS-Ergebnisse-kompakt](http://www.lifbi.de/NEPS-Ergebnisse-kompakt) | [www.lifbi.de/NEPS-Results-Compact](http://www.lifbi.de/NEPS-Results-Compact)

! School Type and Role Models  
! Shape Preferences for Certain Jobs

! Family Formation and Career  
Development of Mothers—  
Is there a Perfect Plan?

! Jobs: Career Advancement is Less  
Common Today than in the Past

! Differences in the Linguistic Competencies  
of 5-Year-Olds With or Without a Migrant  
Background-What Are the Causes?

! Social Inequality: Educational Careers  
Analyzed across Four Generations

! When Answers Are Estimated by Rule of Thumb:  
The Analysis of Estimated Values in Surveys

! Peer Problems of Children with Special Educational  
Needs—Comparing Inclusive and Special Needs Classes

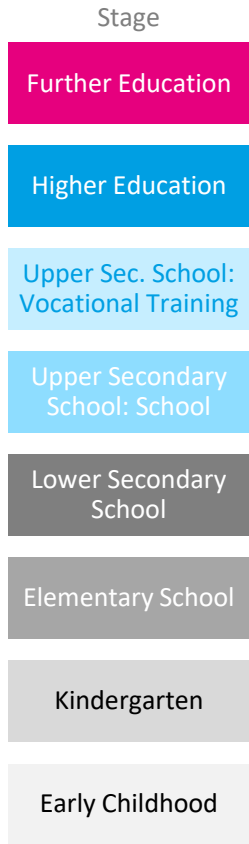
! Study Links Results of Math Tests From  
NEPS With International Benchmarks



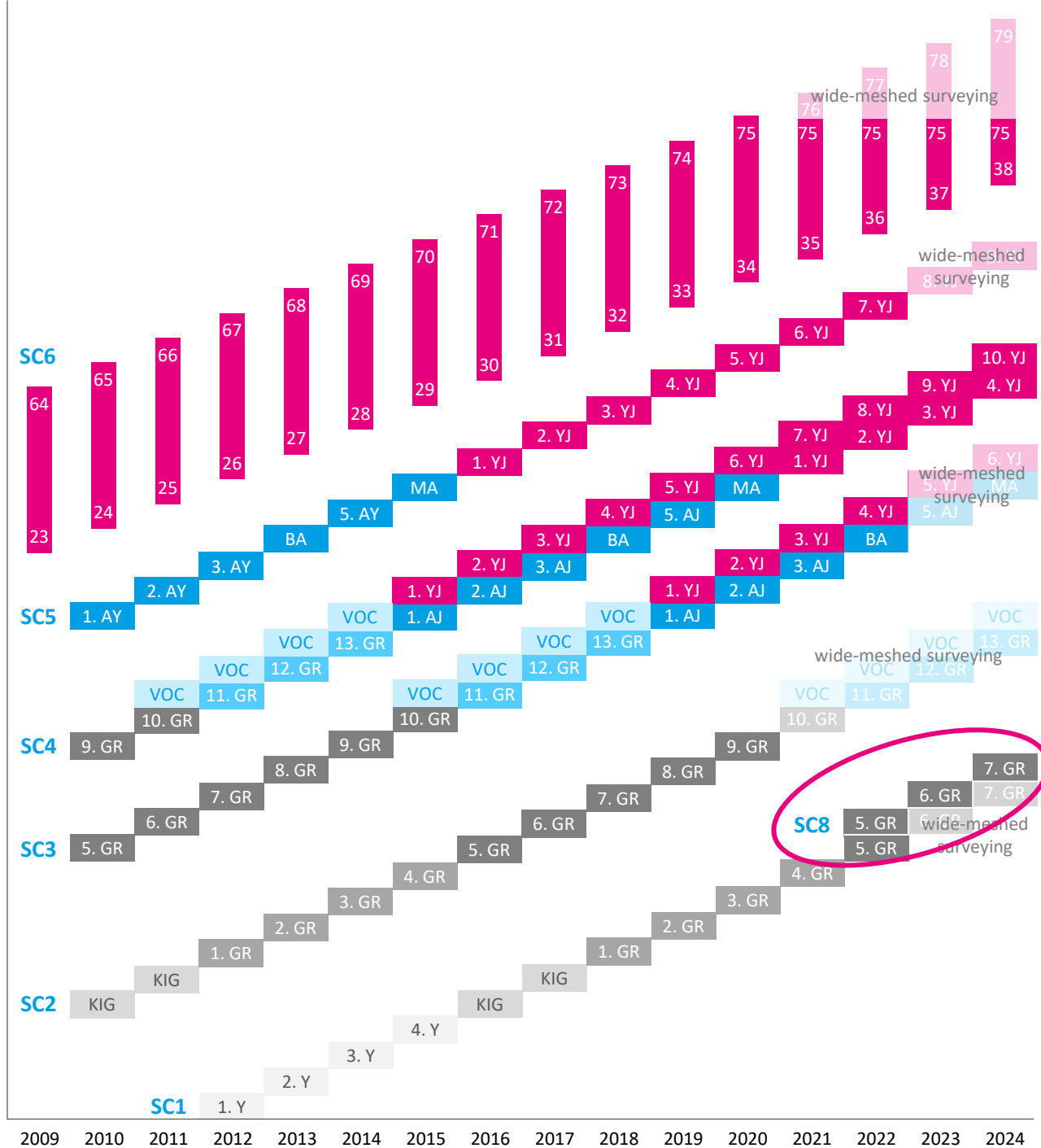
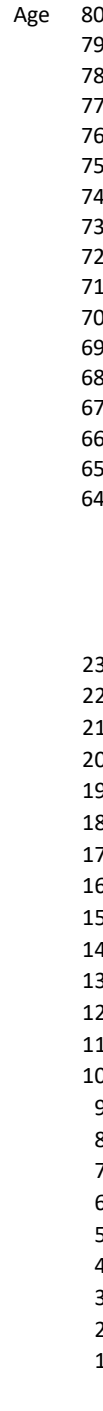
FUTURE:

# A BRIEF OUTLOOK ON THE FURTHER DEVELOPMENT OF THE NEPS

# 10 YEARS NEPS| OUTLOOK



AY: Academic Year  
 BA: Bachelor  
 GR: Grade  
 KIG: Kindergarten  
 MA: Master  
 SC: Starting Cohort  
 VOC: Vocational Training  
 Y: Years  
 YJ: Years in the Job



## Refreshment and enhancement SC6



## Starting Cohort 8: Grade 5



## Starting Cohort 7: Newborns





## Twofold combination with IQB Trends in Student Achievement

- **Including 4<sup>th</sup> grade IQB Trend tests on educational standards in 2022 (grade 5, SC8)**
  - minimum and optimum standards at the end of elementary school
  - influence on pathways through secondary school
- **Overlapping of the school samples IQB Trends 2022 and SC8**
  - IQB Trends assessing reading and mathematics in grade 9 in 2022
  - Some of these schools will be part of the SC8 sample
  - Information on school development via CAWI for school staff
  - In school year 2026/2027, when NEPS participants are in grade 9, they will take the 9<sup>th</sup> grade IQB tests as well as NEPS competence tests
  - Within an interval of five years, educational standards will be available at the end of compulsory education for two cohorts of students in grade 9 at identical schools
  - School development processes and its influence on different outcomes



- **Cohort Comparisons**, especially with SC3 to investigate effects of
  - changes in **school structure**
  - increasing **heterogeneity** in schools (inclusion, refugees and new immigrants)
  - **technological change** and digital learning
- **Design features**
  - N=~ 20.000 students (incl. 1.500 student from SE)
  - Overrepresentation of schools from lower educational tracks
  - Sampling of all grade 5 students in at least 4 classes per school
    - Sampling of the whole grade level for most schools
  - Enhancement in Grade 7
  - Refreshment in Grade 7 and Grade 9

# 10 YEARS NEPS | LESSONS LEARNED



## Design/Methods, e.g.

Revision of the sampling strategy

New concept surveying school staff via CAWI, tracking via IDs

Incentives for parents (lottery 10.000€/wave) & decrease interview time

Revision of concept of individual tracking (CATI from Grade 6 onwards, CAPI for testing in Grade 9)

Computer-based assessment

- CAWI surveys administered by LifBi/CSM
- CBA/CASI in classroom context

## New Contents, e.g.

Civic literacy and political participation

Digital competencies and digitalization of learning environments

School panel with focus on school development

Additional module (for 100 schools): social network in the resp. grade level

call for modules and  
add on studies

Innovating the  
assessment  
programme,  
-modes and  
SUFs

Assessment innovations,  
enrichment of databases

- **Open call** for one or two “modules” with up to 5 items each, applicable in one or more cohorts and target groups
- **Thematic call** for one module with up to 15 items on one thematic gap in main fields of established and new cohorts
- 2-stage **selection process**:
  - Stage 1: review of **methodological feasibility** by LIfBi’s **NEPS-CfM committee**
  - Stage 2: expert **rating by the members of the Annual General Meeting** of NEPS and members of the Scientific Advisory Board



**Suppl.  
Study**

*Wide meshed surveying*

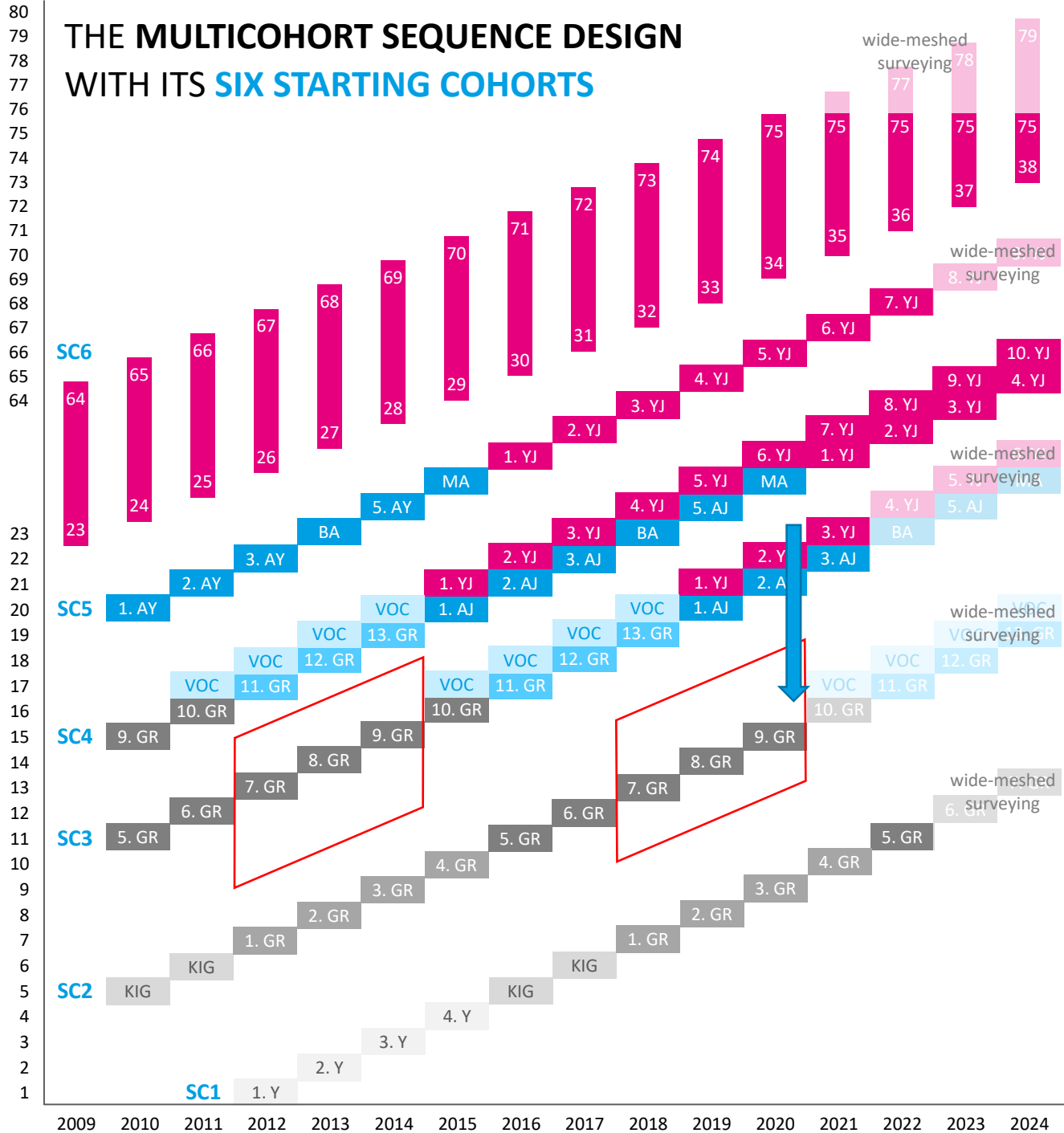
	2021	2022	2023
Grade 9	Grade 9		
15 years	16 years		
<b>SURVEY</b>	<b>SURVEY</b>	Panel care	Panel care

...



Age

# THE MULTICOHORT SEQUENCE DESIGN WITH ITS SIX STARTING COHORTS



Stage

- Further Education
- Higher Education
- Upper Sec. School: Vocational Training
- Upper Secondary School: School
- Lower Secondary School
- Elementary School
- Kindergarten
- Early Childhood

AY: Academic Year  
 BA: Bachelor  
 GR: Grade  
 KIG: Kindergarten  
 MA: Master  
 SC: Starting Cohort  
 VOC: Vocational Training  
 Y: Years  
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TO THE GOOD END:

A SINCERE

THANK YOU

**A SINCERE THANK YOU...**

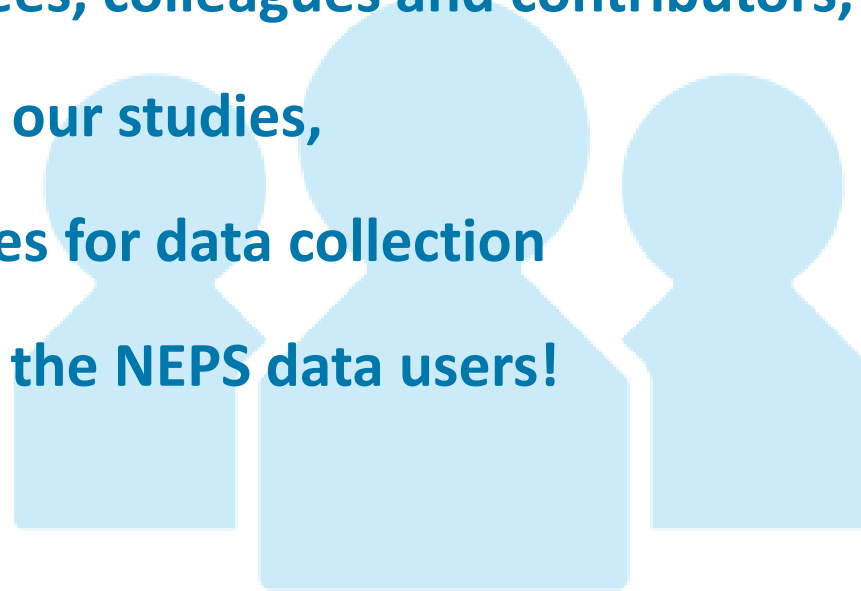
**... to the current NEPS team**

**... to all former employees, colleagues and contributors,**

**... to the participants of our studies,**

**... to the survey institutes for data collection**

**... and of course to you, the NEPS data users!**



10 YEARS [NEPS

ON TO THE NEXT 10 YEARS!

|  
LifBi

LEIBNIZ INSTITUTE FOR  
EDUCATIONAL TRAJECTORIES

Wilhelmsplatz 3  
96047 Bamberg | Germany  
[www.lifbi.de](http://www.lifbi.de)

Prof. Dr. Cordula Artelt  
Phone: +49 951 863-2060  
[cordula.artelt@lifbi.de](mailto:cordula.artelt@lifbi.de)



Photo by Henry Be on Unsplash