

# **NEP 2020 : Adult Education and Lifelong Learning**

**Dr. Bharti Wadekar<sup>1</sup>, Dr. Sharad Phulari<sup>2</sup>, Mr. Ankit Mishra<sup>3</sup>**

Assistant Professor<sup>1</sup>, Principal<sup>2</sup>, Student, Microbiology<sup>3</sup>

ZSCT's Thakur Shyamnarayan Degree College, Kandivali (E), Mumbai, Maharashtra, India

**Abstract:** The adult stage (Stage 8) of the German National Educational Panel Study (NEPS) focuses on the adult working age population in Germany and serves, in many respects, as a capstone for the NEPS structure. Its main purpose is to collect data from Starting Cohort 6 (SC6, adults) on adult education, specifically on formal, non formal, and informal further training; on competence endowment and its development over the life course; and on monetary and nonmonetary returns to initial and adult education in a life-course perspective. The data include a large number of theoretically derived determinants of adult education and competencies, as well as information on returns within and outside of the labor market. Detailed information on the learning environments at a workplace or in a household makes it possible to contextualize the returns to education. On the one hand, the SC6 data contain detailed retrospective information on education, labor market participation, and households; on the other hand, they provide yearly panel information from currently ten waves (as of May 2018). These rich data allow numerous analyses from a life-course perspective pertaining to sociological, economic, psychological, and developmental theories.

**Keywords:** Adult education, Further training, Competence development, Life-course Labor market, Panel study

## REFERENCES

- [1]. Aisenbrey, S., & Fasang, A. (2017). The interplay of work and family trajectories over the life course: Germany and the United States in comparison. *American Journal of Sociology*, 122, 1448–1484.
- [2]. Allmendinger, J., & Driesch, E. von den (2015). Bildung in Deutschland Elf Mythen—elf Tatsachen. In R. Hoffmann & C. Bogedan (Eds.), *Arbeit der Zukunft. Möglichkeiten nutzen—Grenzen setzen* (pp. 37–51).
- [3]. Frankfurt a.M., Germany: Campus Verlag. Allmendinger, J., & Leibfried S. (2003). Education and the welfare state: The four worlds of competence production. *European Journal of Social Policy*, 13, 63–81.
- [4]. Antoni, M., Bachbauer, N., Eberle, J., & Vicari, B. (2018). NEPS-SC6-Erhebungsdaten verknüpft mit administrativen Daten des IAB (NEPS-SC6-ADIAB 7515) FDZ-Datenreport, 02/2018. Nürnberg, Germany.
- [5]. Antoni, M., Drasch, K., Kleinert, C., Matthes, B., Ruland, M., & Trahms, A. (2010). Working and learning in a changing world. Part I: Overview of the study - March 2011 (Second, updated version) FDZ Methodenreport 05/2010. Nürnberg, Germany: IAB. Arnold, K.-H., Lindner-Müller, C., & Riemann, R. (2012). Erfassung sozialer Kompetenz bei Kindern und Erwachsenen (NEPS Working Paper 7). Bamberg, Germany: Leibniz-Institut für Bildungsverläufe, Nationales Bildungspanel. Arrow, K. J. (1973). Higher education as a filter. *Journal of Public Economics*, 2, 193–216.
- [6]. Autor, D. H., Levy, F., & Murnane, R. J. (2003). The skill content of recent technological change: An empirical exploration. *The Quarterly Journal of Economics*, 118, 1279–1333.
- [7]. Bächmann, A.-C., & Gatermann, D. (2017). The duration of family-related employment interruptions: The role of occupational characteristics. *Journal for Labour Market Research*, 50, 143–160. Beck, U. (1986).
- [8]. Risikogesellschaft. Auf dem Weg in eine andere Moderne. Frankfurt a. M., Germany: Suhrkamp. Becker, G. S. (1964).
- [9]. Human capital. A theoretical and empirical analysis with special reference to education. New York, NY: Columbia University Press. Becker, R., & Blossfeld, H. P. (2017).

- [10]. Entry of men into the labour market in West Germany and their career mobility (1945–2008). *Journal for Labour Market Research*, 50, 113–130.
- [11]. Biewen, M., & Tapalaga, M. (2017). Life-cycle educational choices in a system with early tracking and “second chance” options. *Economics of Education Review*, 56, 80–94.
- [12]. Blossfeld, P. N., Blossfeld, G. J., & Blossfeld, H.-P. (2015). Educational expansion and inequalities in educational opportunity: Long-term changes for East and West Germany. *European Sociological Review*, 31, 144–160.
- [13]. Boudon, R. (1974). Education, opportunity, und social inequality. *Changing prospects in western society*. New York, NY: Wiley. Braun, S. T., & Stuhler, J. (2018).
- [14]. The transmission of inequality across multiple generations: Testing recent theories with evidence from Germany. *The Economic Journal*, 128, 471–916. Breen, R., & Goldthorpe, J. H. (1997).
- [15]. Explaining educational differentials: Towards a formal rational action theory. *Rationality and Society*, 9, 275–305. Brehm, U., & Buchholz, S. (2014). Is there a wrong time for a right decision? The impact of the timing of first births and the spacing of second births on women’s careers. *Zeitschrift für Familienforschung*, 26, 269–301.
- [16]. Brewer, M. B. (1988). A dual process model of impression formation. In T.-K. Srull & R. S. Wyer (Eds.), *Advances in social cognition*. Brzinsky-Fay, C., & Solga, H. (2016). Compressed, postponed, or disadvantaged? School-to-worktransition patterns and early occupational attainment in West Germany. *Research in Social Stratification and Mobility*, 46, 21–36.
- [17]. Buchholz, S., & Schier, A. (2015). New game, new chance? Social inequalities and upgrading secondary school qualifications in West Germany. *European Sociological Review*, 31, 603–615.
- [18]. Buchmann, M. (1989). The script of life in modern society: Entry into adulthood in a changing world.
- [19]. Chicago, IL: University of Chicago Press. Bukodi, E., Eibl, F., Buchholz, S., Marzadro, S., Minello, A., Wahler, S., & Schizzerotto, A. (2017). Linking the macro to the micro: A multidimensional approach to educational inequalities in four European countries. *European Societies*. Advance online publication.
- [20]. Chaiken, S., & Trope, Y. (1999). Dual-process theories in social psychology. New York, NY: Guilford Press. Damelang, A., Schulz, F., & Vicari, B. (2015). Institutionelle Eigenschaften von Berufen und ihr Einfluss auf berufliche Mobilität in Deutschland. *Schmollers Jahrbuch*, 135, 307–333.
- [21]. Dieckhoff, M. (2007). Does it work? The effect of continuing training on labour market outcomes: A comparative study of Germany, Denmark, and the United Kingdom. *European Sociological Review*, 23, 295–308.
- [22]. Dieckhoff, M., & Steiber, N. (2011). A re-assessment of common theoretical approaches to explain gender differences in continuing training participation. *British Journal of Industrial Relations*, 49, s135–s157.
- [23]. Drasch, K., & Matthes, B. (2013). Improving retrospective life course data by combining modularized self-reports and event history calendars. Experiences from a large scale survey. *Quality & Quantity*, 47, 817–838.
- [24]. Drasch, K., Kleinert, C., Matthes, B., & Ruland, M. (2016). Why do we collect data on educational histories over the life course the way we do? Core questionnaire design decisions in starting cohort 6 adults. In H.-P. Blossfeld, J. von Maurice, M. Bayer, & J. Skopek (Eds.), *Methodological Issues of Longitudinal Surveys* (pp. 331–347). Wiesbaden, Germany: Springer VS.
- [25]. Dürnberger, A., Drasch, K., & Matthes, B. (2011). Kontextgestützte Abfrage in Retrospektiverhebungen. Ein kognitiver Pretest zu Erinnerungsprozessen bei Weiterbildungsergebnissen. *Methoden, Daten, Analysen*, 5, 3–35.
- [26]. Ehrt, M. (2017). Who benefits from training courses in Germany? Monetary returns to non-formal further education on a segmented labour market. *European Sociological Review*. Advance online publication.
- [27]. Erikson, R., & Jonsson, J. O. (1996). Explaining class inequality in education: The Swedish case. In R. Erikson & J. O. Jonsson (Eds.), *Can education be equalized? The Swedish case in comparative perspective* (pp. 1–63).
- [28]. Oxford, England: Westview. Esser, H. (2001). *Soziologie. Spezielle Grundlagen*. Band 6: Sinn und Kultur. Frankfurt a. M., Germany: Campus.

- [29]. European Commission (2017). White paper on the future of Europe. Reflections and scenarios for the EU27 by 2025. Brussels, Belgium: Author.
- [30]. German Council of Economic Experts (2017). Annual Report 2017/18: Towards a Forward-Looking Economic Policy. Berlin, Germany: Author. Gerzer-Sass, A., Reupold, A., & Nußhart, C. (2006). LisU-Projekt Kompetenznachweis Lernen im sozialen Umfeld. München, Germany: Deutsches Jugendinstitut.
- [31]. Gigerenzer, G., Todd, P.M., & The ABC Research Group. (1999). Simple heuristics that make us smart. New York, NY: Oxford University Press.
- [32]. Gnambs, T. (2017). Human capital and reemployment success: The role of cognitive abilities and personality. *Journal of Intelligence*, 5, 9. 344 J. Allmendinger et al.
- [33]. Görlitz, K., & Rzepka, S. (2017). Regional training supply and employees' training participation. *The Annals of Regional Science*, 59, 281–296.
- [34]. Green, D. A., & Riddell, W. C. (2003). Literacy and earnings: An investigation of the interaction of cognitive and non-cognitive attributes in earnings generation. *Labour Economics*, 10, 165–184.
- [35]. Hägglund, A. E., & Bächmann, A.-C. (2017). Fast lane or down the drain? Does the occupation held prior to unemployment shape the transition back to work? *Research in Social Stratification and Mobility*, 49, 32–46.
- [36]. Heinz, W. R. (2003). From work trajectories to negotiated careers: The contingent life-course. In T. M. Jeylan & M. J. Shanahan (Eds.), *Handbook of the life-course* (pp. 185–204). New York, NY: Kluwer Academic.
- [37]. Hillmert, S., & Jacob, M. (2005). Institutionelle Strukturierung und inter-individuelle Variation. Zur Entwicklung herkunftsbezogener Ungleichheiten im Bildungsverlauf. *Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 57, 414–442.
- [38]. Hillmert, S., Künster, R., Spengemann, P., & Mayer, K. U. (2004). Projekt 'Ausbildungs- und Berufsverläufe der Geburtskohorten 1964 und 1971 in Westdeutschland'. Dokumentationshandbuch. Berlin, Germany: Max-Planck-Institut für Bildungsforschung. Jacob, M. (2004). Mehrfachausbildung in Deutschland: Karriere, Collage, Kompensation? Wiesbaden, Germany: VS Verlag für Sozialwissenschaften.
- [39]. Janik, F., Wölfel, O., & Trepesch, M. (2016) Measurement of further training activities in lifecourse studies. In H.-P. Blossfeld, J. von Maurice, M. Bayer, & J. Skopek (Eds.), *Methodological Issues of Longitudinal Surveys* (pp. 385–397). Wiesbaden, Germany: Springer VS.
- [40]. Jenkins, A., Vignoles, A., Wolf, A., & Galindo-Rueda, F. (2003). The determinants and labour market effects of lifelong learning. *Applied Economics*, 35, 1711–1721. Jusri, R., & Kleinert, C. (2018). Haben höher Gebildete mehr Sozialkapital? Ungleichheit im Zugang zu sozialen Netzwerkressourcen. *Sozialer Fortschritt*, 67, 249–268.
- [41]. Kirchhöfer, D. (2000). Informelles Lernen in alltäglichen Lebensführungen. Chance für berufliche Kompetenzentwicklung (QUEM-report 66). Berlin, Germany: Arbeitsgemeinschaft Qualifikations-Entwicklungs-Management, Geschäftsstelle der Arbeitsgemeinschaft Betriebliche Weiterbildungsforschung e. V.
- [42]. Kleinert, C. (2005). Unscharf: Was sind denn eigentlich berufliche Kompetenzen? *IAB Forum*, 2, 28–31. Kleinert, C., & Matthes, B. (2009). Data in the field of adult education and lifelong learning: Present situation, improvements and challenges (RatSWD Working Paper 91). Berlin, Germany: RatSWD.
- [43]. Kleinert, C., Matthes, B., Antoni, M., Drasch, K., Ruland, M., & Trahms, A. (2011). ALWA - New life course data for Germany. *Schmollers Jahrbuch*, 131, 625–634.
- [44]. Kohli, M. (1985). Die Institutionalisierung des Lebenslaufs. Historische Befunde und theoretische Argumente. *Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 37, 1–29.
- [45]. Kracke, N. (2016). Unterwertige Beschäftigung von AkademikerInnen in Deutschland: Die Einfussfaktoren Geschlecht, Migrationsstatus und Bildungsherkunft und deren Wechselwirkungen. *Soziale Welt*, 67, 177–204.
- [46]. Kracke, N., Reichelt, M., & Vicari, B. (2017). Wage losses due to overqualification: The role of formal degrees and occupational skills. *Social Indicators Research*. Advance online publication.
- [47]. Kramer, A., & Tamm, M. (2018). Does learning trigger learning throughout adulthood? Evidence from training participation of the employed population. *Economics of Education Review*, 62, 82–90.

- [48]. Kuckulenz, A. (2007). Studies on continuing vocational training in Germany (ZEW Economic Studies 37). Mannheim, Germany: Physica. 17 Adult Education and Lifelong Learning 345
- [49]. Lauer, C., & Steiner, V. (2001). Germany. In C. Harmon, I. Walker, & N. Westergaard-Nielsen (Eds.), Education and earnings in Europe: A cross country analysis of the returns to education (pp. 102–128).
- [50]. Cheltenham, England: Edward Elgar. Matthes, B., Christoph, B., Janik, F., & Ruland, M. (2014). Collecting information on job tasks - an instrument to measure tasks required at the workplace in a multi-topic survey. Journal for Labour Market Research, 47, 273–297.
- [51]. Mayer, K. U. (1990). Lebensverläufe und sozialer Wandel: Anmerkungen zu einem Forschungsprogramm. In K.-U. Mayer (Ed.), Lebensverläufe und sozialer Wandel (Kölner Zeitschrift für Soziologie und Sozialpsychologie: Sonderheft 31, 7–21). Opladen, Germany: Westdeutscher Verlag.
- [52]. Mayer, K. U. (2009). New directions in life-course research. Annual Review of Sociology, 35, 493–514.
- [53]. Mayer, K. U., Grunow, D., & Nitsche, N. (2010). Mythos Flexibilisierung? Kölner Zeitschrift für Soziologie und Sozialpsychologie, 62, 369–402.
- [54]. Mayer, K. U., & Huinink, J. (1990). Age, period, and cohort in the study of the life-course. A comparison of classical A-P-C-Analyses with event history analyses or farewell to LEXIS? In.
- [55]. Mincer, J. (1974). Schooling, experience and earnings. New York, NY: Columbia University Press. Minello, A., & Blossfeld, H.-P. (2016). From parents to children: The impact of mothers' and fathers' educational attainments on those of their sons and daughters in West Germany. British Journal of Sociology of Education, 38, 686–704.
- [56]. Modell, J., Furstenberg, F., & Hershberg, T. (1976). Social change and transitions to adulthood in historical perspective. Journal of Family History, 1, 7–32.
- [57]. Rosenbladt, B. von, & Bilger, F. (2008). Weiterbildungsverhalten in Deutschland. Band 1. Berichtssystem Weiterbildung und Adult Education Survey 2007.
- [58]. Bielefeld, Germany: Bertelsmann. Rüber, I. E., & Bol, T. (2017). Informal learning and labour market returns: Evidence from German panel data. European Sociological Review, 33, 765–778.
- [59]. Ruland, M., Drasch, K., Künster, R., Matthes, B., & Steinwede, A. (2016). Data-revision module - a beneficial tool to support autobiographical memory in life-course studies. In H.-P. Blossfeld, J. von Maurice, M. Bayer, & J. Skopek (Eds.), Methodological issues of longitudinal surveys (pp. 367–384).
- [60]. Wiesbaden, Germany: Springer VS. Ryden, D. S., & Salganik, L. H. (2003). A holistic model of competency. In D. S. Ryden & L. H. Salganik (Eds.), Key competencies for a successful life and a well-functioning society (pp. 41–62).
- [61]. Göttingen, Germany: Hogrefe & Huber. Rzepka, S., & Tamm, M. (2016). Local employer competition and training of workers. Applied Economics, 48, 3307–3321.
- [62]. Scherer, S. (2005). Patterns of labour market entry – Long wait or career stability? Sociology, 31, 645–672.
- [63]. Shanahan, M. J. (2000). Pathways to adulthood in changing societies: Variability and mechanisms in the life-course perspective. Annual Review of Sociology, 26, 667–692.
- [64]. Shavit, Y., & Müller, W. (Eds.). (1998). From school to work: A comparative study of educational qualifications and occupational destinations. Oxford, England: Clarendon.
- [65]. Simon, H. A. (1993). Homo rationalis. Die Vernunft im menschlichen Leben. Frankfurt, Germany:
- [66]. Campus. Söhn, J. (2016). Back to school in a new country? The educational participation of adult immigrants in a life-course perspective. Journal of International Migration and Integration, 17, 193–214.
- [67]. Spence, M. (1973). Job market signaling. Quarterly Journal of Economics, 87, 355–374.
- [68]. Struffolino, E., Studer, M., & Fasang, A. E. (2016). Gender, education, and family life courses in East and West Germany: Insights from new sequence analysis techniques. Advances in Life Course Research, 29, 66–79. 346
- [69]. J. Allmendinger et al. Thurow, L. C. (1975). Generating inequality. New York, NY: Basic Books. Trahms,
- [70]. A., Matthes, B., & Ruland, M. (2016). Collecting life-course data in a panel design. Why and how we use proactive dependent interviewing. In H.-P.

- [71]. Blossfeld, J. von Maurice, M. Bayer, & J. Skopek (Eds.), Methodological issues of longitudinal surveys (pp. 367–384). Wiesbaden, Germany: Springer VS.
- [72]. Tyler, J. H. (2004). Basic skills and the earnings of dropouts. *Economics of Education Review*, 23, 221–235.
- Weiss, F., & Schindler, S. (2017). EMI in Germany: Qualitative differentiation in a tracked education system. *American Behavioral Scientist*, 61, 74–93.
- [73]. Wölfel, O., Christoph, B., Kleinert, C., & Heineck, G. (2011). Grundkompetenzen von Erwachsenen: Gelernt ist gelernt? IAB-Kurzbericht 05/2011. Nürnberg, Germany.
- [74]. Wolter, F., & Schiener, J. (2009). Einkommenseffekte beruflicher Weiterbildung. *Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 61, 90–117.
- [75]. Zapf, W. (1991). The role of innovation in modernization theory. *International Review of Sociology New Series*, 3, 83–94.
- [76]. Zimmermann, O., & Konietzka, D. (2018). Social disparities in destandardization: Changing family life course patterns in seven European countries. *European Sociological Review*, 34, 64–78.