Ideen Einleitung:

Bisher: Soziale Arbeit mit wenig Wirkungsmessung

* Hauptsächlich deskriptiv bisher (Literatur?)
* Bisher verwendete methoden herausfinden - Literatur

Mithilfe von CHILDREN:

Daten nutzen, um konkrete wirkungen kausal zu messen

Wirkungen von ausflügen (entdeckerfonds)

Beim Literature-Review könntest du schauen, ob du Paper findest, die zeigen, dass Kinder aus sozial marginalisierten Haushalten sich ungesünder ernähren, dass es in Deutschland eine geographische Segregation nach sozialen Schichten gibt und dass geographische Mobilität mit sozialer Mobilität einhergeht (dazu müsste es ein Paper von Raj Chetty geben).

Heckmann et. al. : The rate of return to the HighScope Perry Preschool Program

Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., & Yavitz, A. (2010). The rate of return to the HighScope Perry Preschool Program. *Journal of public Economics*, *94*(1-2), 114-128.

**Overview:**

* estimates the rate of return to the HighScope Perry Preschool Program (in Michigan, USA), an early intervention program targeted toward disadvantaged African-American youth (each one observed over 40 years)
* Measures economic benefits from preschool education program
* Uses standart errors as first

**Results:**

* Statistically significant returns above the historical return on equity
* the estimated annual rates of return are above the historical return to equity of about 5.8% but below previous estimates reported in the literature (with no standart errors, just correlations)

**Methods:**

* treatment and control group

Wichtige Stellen:

„The internal rate of return (IRR) compares

alternative investment projects in a common metric. For each gender

and treatment group, we construct average life cycle benefit and cost

profiles and then compute IRRs.“ (page 122)

„For the benefit of non-economist

readers, annual rates of return of this magnitude, if compounded and

reinvested annually over a 65 year life, imply that each dollar invested

at age 4 yields a return of 60–300 dollars by age 65“ (page 115)

Heckmann, Carneiro 2003: Human Capital policy

Heckman, J., Carneiro, P. (2003). Human Capital Policy. *NBER Working Paper* (9495).

**Übersicht:**

* “This paper considers alternative policies for promoting skill formation that are targetted to different stages of the life cycle. We demonstrate the importance of both cognitive and noncognitive skills that are formed early in the life cycle in accounting for racial, ethnic and family background gaps in schooling and other dimensions of socioeconomic success. Most of the gaps in college attendance and delay are determined by early family factors. Children from better families and with high ability earn higher returns to schooling. We find only a limited role for tuition policy or family income supplements in eliminating schooling and college attendance gaps. At most 8% of American youth are credit constrained in the traditional usage of that term. The evidence points to a high return to early interventions and a low return to remedial or compensatory interventions later in the life cycle. Skill and ability beget future skill and ability. At current levels of funding, traditional policies like tuition subsidies, improvements in school quality, job training and tax rebates are unlikely to be effective in closing gaps.”

# Kosse usw: How Does Socio-Economic Status Shape a Child's Personality?

Deckers, T., Falk, A., Kosse, F., Schildberg-Hörisch, H. (2015). How does socio-economic status shape a child's personality? [IZA Discussion Paper (8977](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2598917##)).

**Übersicht:**

* “We show that socio-economic status (SES) is a powerful predictor of many facets of a child's personality. The facets of personality we investigate encompass time preferences, risk preferences, and altruism, as well as crystallized and fluid IQ. We measure a family's SES by the mother's and father's average years of education and household income. Our results show that children from families with higher SES are more patient, tend to be more altruistic and less likely to be risk seeking, and score higher on IQ tests. We also discuss potential pathways through which SES could affect the formation of a child's personality by documenting that many dimensions of a child's environment differ systematically by SES: parenting style, quantity and quality of time parents spend with their children, the mother's IQ and economic preferences, a child's initial conditions at birth, and family structure.”

**Methodik:**

* “we use panel data to show that the relationship between SES and personality is fairly stable over time at age 7 to 10. Personality profiles that vary systematically with SES might offer an explanation for social immobility.”

Kosse usw: The Formation of Prosociality: Causal Evidence on the Role of Social Environment

Kosse, F., Deckers, T., Pinger, P., Schildberg-Hörisch, H., Falk, A. (2020). The formation of prosociality: causal evidence on the role of social environment. *Journal of Political Economy*, *128*(2).

**Übersicht:**

* This study presents evidence on the role of social environment for the

formation of prosociality. We show that socioeconomic status (SES) as

well as intensity of mother-child interaction and mothers’ prosocial

attitudes are related to elementary school children’s prosociality. We

also present evidence on a randomly assigned variation of the social

environment, providing children with a mentor for 1 year. Our data reveal

a significant and persistent increase in prosociality in the treatment

relative to the control group. Moreover, enriching the social environment closes the prosociality gap between low- and high-SES children. A mediation analysis suggests that prosociality develops in response to prosocial role models and intense social interactions.

[Kautz usw: Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success](https://www.nber.org/papers/w20749)

Kautz, T., Heckman, J. J., Diris, R., Ter Weel, B., Borghans, L. (2014). *Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success* (No. w20749). National Bureau of Economic Research.

**Übersicht:**

* This paper reviews the recent literature on measuring and boosting cognitive and noncognitive skills. The literature establishes that achievement tests do not adequately capture character skills|personality traits, goals, motivations, and preferences that are valued in the labor market, in school, and in many other domains. Their predictive power rivals that of cognitive skills. Reliable measures of character have been developed. All measures of character and cognition are measures of performance on some task. In order to reliably estimate skills from tasks, it is necessary to standardize for incentives, effort, and other skills when measuring any particular skill. Character is a skill, not a trait. At any age, character skills are stable across different tasks, but skills can change over the life cycle. Character is shaped by families, schools, and social environments. Skill development is a dynamic process, in which the early years lay the foundation for successful investment in later years. High-quality early childhood and elementary school programs improve character skills in a lasting and cost-effective way. Many of them beneficially affect later-life outcomes without improving cognition. There are fewer long-term evaluations of adolescent interventions, but workplace-based programs that teach character skills are promising. The common feature of successful interventions across all stages of the life cycle through adulthood is that they promote attachment and provide a secure base for exploration and learning for the child. Successful interventions emulate the mentoring environments offered by successful families.

Chetty usw: [Where is the land of opportunity? The geography of intergenerational mobility in the United States](https://academic.oup.com/qje/article-abstract/129/4/1553/1853754)

Chetty, R., Hendren, N., Kline, P., Saez, E. (2014). Where is the land of opportunity? The geography of intergenerational mobility in the United States. *The Quarterly Journal of Economics*, *129*(4), 1553-1623.

**Übersicht:**

* We use administrative records on the incomes of more than 40 million children and their parents to describe three features of intergenerational mobility in the United States. First, we characterize the joint distribution of parent and child income at the national level. The conditional expectation of child income given parent income is linear in percentile ranks. On average, a 10 percentile increase in parent income is associated with a 3.4 percentile increase in a child’s income. Second, intergenerational mobility varies substantially across areas within the United States. For example, the probability that a child reaches the top quintile of the national income distribution starting from a family in the bottom quintile is 4.4% in Charlotte but 12.9% in San Jose. Third, we explore the factors correlated with upward mobility. High mobility areas have (i) less residential segregation, (ii) less income inequality, (iii) better primary schools, (iv) greater social capital, and (v) greater family stability. Although our descriptive analysis does not identify the causal mechanisms that determine upward mobility, the publicly available statistics on intergenerational mobility developed here can facilitate research on such mechanisms.

Literature:

Gray, Mel/Plath, Debbie/Webb, Stephen A. (2009): Evidence-based Social Work: A Critical Stance. London: Routledge. [Google Scholar](http://scholar.google.com/scholar_lookup?title=Evidence-based%20Social%20Work%3A%20A%20Critical%20Stance&author=Mel.%20Gray&author=Debbie.%20Plath&author=Stephen%20A..%20Webb&publication_year=2009)

McNeece, Aaron/Thyer, Bruce (2004): Evidence-Based Practice and Social Work. In: Journal of Evidence- Based Social Work, 1 (1), pp.7–25. [CrossRef](https://doi.org/10.1300/J394v01n01_02)[Google Scholar](http://scholar.google.com/scholar_lookup?title=Evidence-Based%20Practice%20and%20Social%20Work&author=Aaron.%20McNeece&author=Bruce.%20Thyer&journal=Journal%20of%20Evidence-%20Based%20Social%20Work&volume=1&issue=1&pages=7-25&publication_year=2004)

Proctor, Enola K./Rosen, Aaron (2003): The Structure and Function of Social Work Practice Guidelines. In: Proctor, Enola K./Rosen, Aaron (eds.): Developing Practice Guidelines for Social Work Intervention: Issues, Methods, and Research agenda. New York: Columbia, pp.108–127. [Google Scholar](http://scholar.google.com/scholar_lookup?title=The%20Structure%20and%20Function%20of%20Social%20Work%20Practice%20Guidelines&author=Enola%20K..%20Proctor&author=Aaron.%20Rosen&pages=108-127&publication_year=2003)

Soydan, Haluk (2009): Towards the gold standard of impact research in Social Work – avoiding threats to validity. In: Otto, Hans-Uwe/Polutta, Andreas/Ziegler, Holger (eds.): Evidence-based Practice – Modernising the Knowledege Base of Social Work? Opladen & Farmington Hills: Barbara Budrich Publishers, pp.111–137. [Google Scholar](http://scholar.google.com/scholar_lookup?title=Towards%20the%20gold%20standard%20of%20impact%20research%20in%20Social%20Work%20%E2%80%93%20avoiding%20threats%20to%20validity&author=Haluk.%20Soydan&pages=111-137&publication_year=2009)

[**How does socio-economic status shape a child's personality?**](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2598917)

T Deckers, [A Falk](https://scholar.google.de/citations?user=IBtkgvgAAAAJ&hl=de&oi=sra), [F **Kosse**](https://scholar.google.de/citations?user=2KyjUjgAAAAJ&hl=de&oi=sra), H Schildberg-Hörisch - 2015 - papers.ssrn.com

[**The formation of prosociality: causal evidence on the role of social environment**](https://www.journals.uchicago.edu/doi/full/10.1086/704386)

[F **Kosse**](https://scholar.google.de/citations?user=2KyjUjgAAAAJ&hl=de&oi=sra), T Deckers, [P Pinger](https://scholar.google.de/citations?user=FPBOEmwAAAAJ&hl=de&oi=sra)… - Journal of Political …, 2020 - journals.uchicago.edu

Wichtiges paper für relevanz von CHILDREN:

### [Human capital policy](https://www.nber.org/papers/w9495)

[J **Heckman**](https://scholar.google.de/citations?user=7EelTwgAAAAJ&hl=de&oi=sra), [P **Carneiro**](https://scholar.google.de/citations?user=ocmc7T8AAAAJ&hl=de&oi=sra) - **2003** - nber.org