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)

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

**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

**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?

**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.”

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