

Institutional Effects in the Production of Education:

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Propositions

accompanying the thesis

INSTITUTIONAL EFFECTS IN THE PRODUCTION OF EDUCATION: Evidence from European Schooling Systems

1. Family background is a much more important determinant of student achievement than financial resources of schools.
Chapter 3
2. The degree of equality of educational opportunity is lower in Germany than in Finland, which generates a lower intergenerational mobility of human capital in Germany.
Chapter 3
3. Increasing the annual time students spend at school leads to a higher equality of educational opportunity.
Chapter 4
4. Early streaming in a schooling system disadvantages students from a lower social background, which is the case in Germany.
Chapter 4
5. A low public appreciation of the work of teachers leads to a negative selection of people into the profession and might be more important than earnings prospects for attracting high quality teachers.
6. Non-cognitive skills contribute strongly to the formation of human capital and should be fostered in school in the same way as cognitive skills.
7. Early childhood education sets the basis for life-long learning and should receive more public resources relative to higher education.
8. There is no system of accountability to set the right incentives for schools and teachers depending on the performance of their students that does not give rise to disincentives as well.
9. Liberalization of the water sector will be a real threat to both quality and supply of water.