

Starting Cohort 2: Kindergarten (SC2) Wave 5 Questionnaires (SUF Version 5.0.0)

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Leibniz Institute for Educational Trajectories (LifBi)
Wilhelmsplatz 3, 96047 Bamberg
Director: Prof. Dr. Hans-Günther Roßbach
Executive Director of Research: Dr. Jutta von Maurice
Executive Director of Administration: Dr. Robert Polgar
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1 Overview and Reading Aid

The documents in this section are based on the field versions but are extended by including the variable names and values. The variable names used in this generated document of the PAPI questionnaires and programming masters (CATI and CAPI) can be found in the data files, as well. The field versions can be found in the corresponding column “Startkohorte 2: Kindergarten (SC2), Welle 5, Erhebungsinstrumente (Feldversion)” (only available in German). We recommend using the provided SUF versions over the field versions when working with the data. The material corresponds to Version 5.0.0 of the Scientific Use File (SUF) for the Starting Cohort 2 (SC2) (doi:10.5157/NEPS:SC2:5.0.0). Figure 1 describes the possible components of the documented survey.

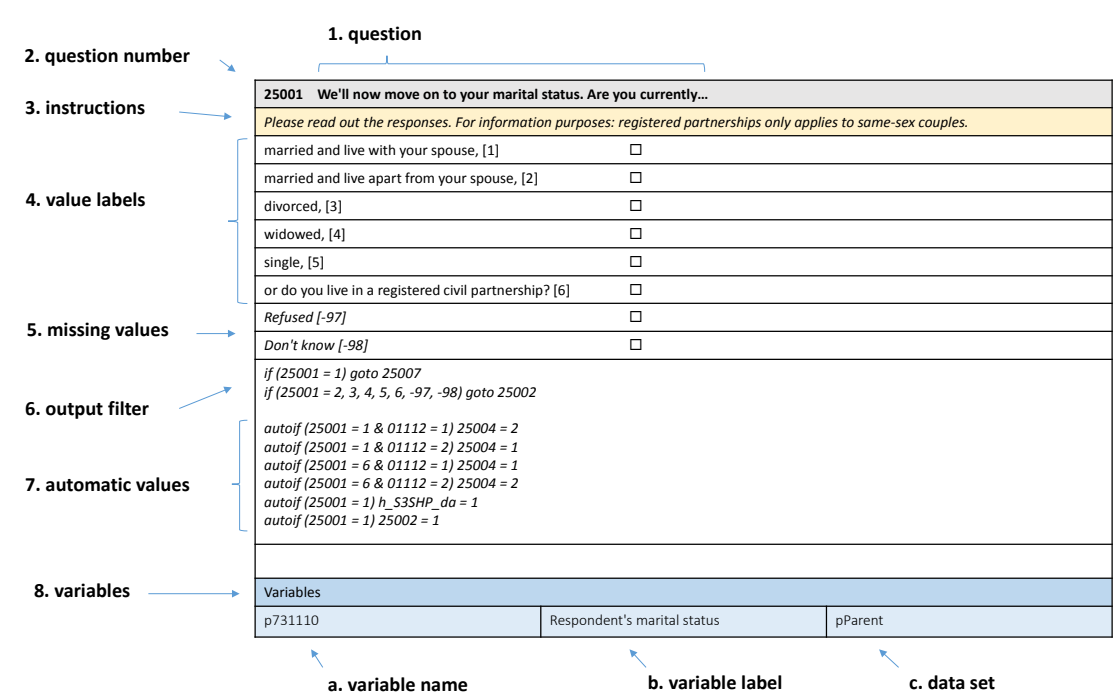


Figure 1: Reading aid for survey tools

If available, this information includes the following:

1. Questions (bold): Text, which is a) handed out in the form of PAPI or online surveys and b) read out during CATI or CAPI surveys by an interviewer (sometimes with variations depending on specific conditions).
2. Question numbers in the survey tool (bold)
3. Instructions (italic, shaded in yellow) are considered as a) guidelines for PAPI or online surveys and b) instructions for the interviewer for CATI or CAPI surveys, in order to ask the questions in a correct way and react appropriately to inquiries. These are not read out by the interviewer.
4. Values labels
5. Missing values (italic)

6. Output filters (*italic*)
7. Automatic values (*italic*): Under certain conditions, these are necessary, e.g. when coding auxiliary variables.
8. Variables
 - a) Variable name in SUF-data set (variable names indicated in brackets are not part of the SUF)
 - b) Variable label: This is a short form of the description of the item.
 - c) Data set, in which the variable(s) can be found.

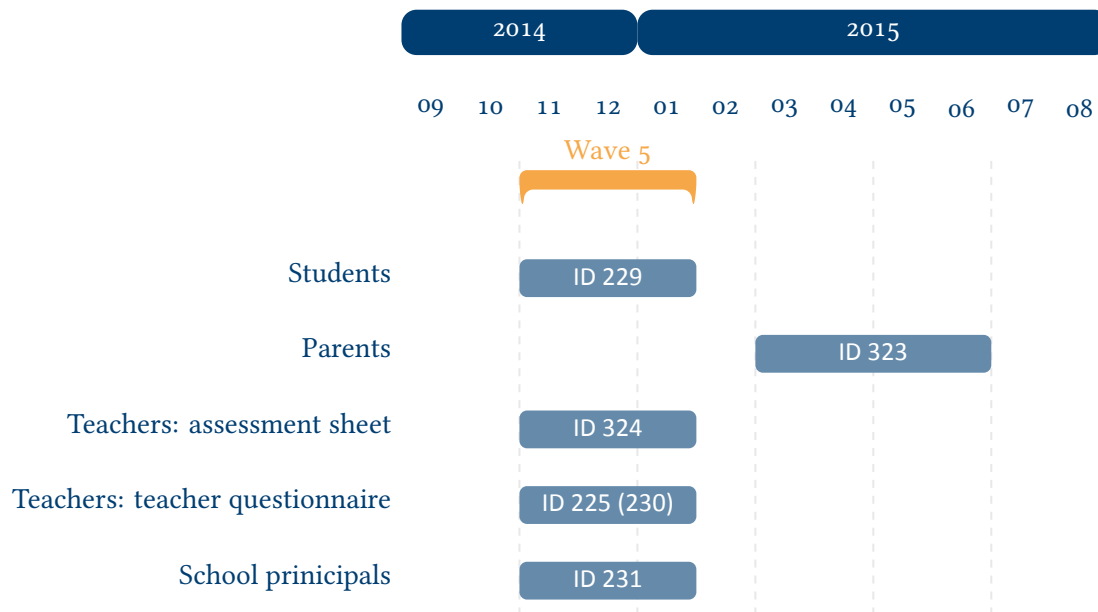


Figure 2: Field times and ID of the instruments in wave 5

Figure 2 gives an overview of the field time for the fifth main survey. The survey was conducted via PAPI questionnaires within the school context (additionally the children were doing competence tests) from November 2014 to January 2015. Computer assisted interviews with the parents took place from March to June 2014.

2

Students: Grade 3 , PAPI (ID 229)

On the next pages we would like to ask questions about you, your health, your mother tongue, and your views on school and school-leaving qualifications. Additionally, we will inquire about your leisure time, conversations with your parents, and about your activities on the computer. Your opinion is especially important to us here. Please answer all questions honestly and exactly the way that you think or feel like. There are no "wrong" or "right" answer, since every child is different. The participation in this survey is voluntary, so you can discontinue it at any time. If you don't want to or are not able to answer questions just don't fill in anything. You will not face any negative consequences because of that. Please note: Neither your parents nor your teachers will be able to get to know about your answers. They will never even see your questionnaire.

On the next pages we would like to ask questions about you, your health, your mother tongue, and your views on school and school-leaving qualifications. Additionally, we will inquire about your leisure time, conversations with your parents, and about your activities on the computer. Your opinion is especially important to us here. Please answer all questions honestly and exactly the way that you think or feel like. There are no "wrong" or "right" answer, since every child is different. The participation in this survey is voluntary, so you can discontinue it at any time. If you don't want to or are not able to answer questions just don't fill in anything. You will not face any negative consequences because of that. Please note: Neither your parents nor your teachers will be able to get to know about your answers. They will never even see your questionnaire.

1 How satisfied are you with different aspects of your life?

Please check one value for each area on the scale: If you are completely unsatisfied choose the value "1"; if you are completely satisfied choose the value "7". Choose a value in between, to specify your answer.

	1 completely unsatisfied [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 completely satisfied [7]
[How satisfied are you ...] a) ... overall with your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How satisfied are you ...] b) ... with that what you have? Think about things that you own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How satisfied are you ...] c) ... your health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How satisfied are you ...] d) ... with your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How satisfied are you ...] e) ... with your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How satisfied are you ...] f) ... with school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t514020	Satisfaction with life	pTarget
t514021	Satisfaction with living standard	pTarget
t514022	Satisfaction with health	pTarget
t514023	Satisfaction with family life	pTarget
t514024	Satisfaction with circle of friends and acquaintances	pTarget
t514025	Satisfaction with school	pTarget

2 How would you evaluate your health in general?

Please only check one answer.

Very good [1]	<input type="checkbox"/>
Good [2]	<input type="checkbox"/>
Average [3]	<input type="checkbox"/>
Poor [4]	<input type="checkbox"/>
Very poor [5]	<input type="checkbox"/>

Variables

t521000	General health	pTarget
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3 On how many days per week do you do things that really make you sweat or get out of your breath (e.g., sports, riding a bicycle)? Please don't consider your Sports class in school here.

Please only check one answer.

Less than once per week [1] ☐

Once peer week [2] ☐

On two to four days per week [3] ☐

On five to six days per week [4] ☐

Daily [5] ☐

Variables

t527110	Physical activity	pTarget
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4 There are things that you eat more often and things than you eat less often. How often do you usually eat or drink the following things per week?

Please check one box in every line.

	Never [1]	Less than once per week [2]	Once per week [3]	On two to four days per week [4]	On five to six days per week [5]	Once daily [6]	Several times daily [7]
a) Fruits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Vegetables, salad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Chocolate, sweets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Sweet soft drinks like coke, lemonade, ice tea, malt beer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t526007	Food groups - fruits	pTarget
t526008	Food groups - vegetables, salad	pTarget
t526009	Food groups - chocolate, sweets	pTarget
t526010	Food groups - coke, lemonade	pTarget

5 Not considering how well you do in school: Which school-leaving qualification do you wish to obtain?

Please only check one answer.

Leaving certificate from the Hauptschule [basic secondary school] [1] ☐

Leaving certificate of the Realschule [intermediate secondary school]/certificate of intermediate secondary education [2] ☐

Abitur [higher education entrance qualification] [3] ☐

Leave school without any qualification [4] ☐

Variables

t31035d	Idealistic aspiration - school-leaving qualification	pTarget
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6 When you think of all the things that you now know: Which school-leaving qualification will you actually obtain?

Please only check one answer.

Leaving certificate from the Hauptschule [basic secondary school] [1] ☐

Leaving certificate of the Realschule [intermediate secondary school]/certificate of intermediate secondary education [2] ☐

Abitur [higher education entrance qualification] [3] ☐

Leave school without any qualification [4] ☐

Variables

t31135a	Realistic aspiration - school-leaving qualification	pTarget
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7 How likely do you think it is that you could obtain the Abitur [university entrance qualification]?

Please only check one answer.

very unlikely [1] ☐

fairly unlikely [2] ☐

a 50/50 likelihood [3] ☐

fairly likely [4] ☐

very likely [5] ☐

Variables

t30035d	Subjective success probability - Abitur	pTarget
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8 What do you think, how good would your prospects of getting a good job be with the following school-leaving qualifications?					
Please check one box in every line.					
	Very poor [1]	Rather poor [2]	In the middle [3]	Rather good [4]	Very good [5]
[How good would your prospects to get a good job be, if you ...] a) ... would obtain the leaving certificate of the Hauptschule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How good would your prospects to get a good job be, if you ...] b) ... would obtain the leaving certificate of the Realschule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How good would your prospects to get a good job be, if you ...] c) ... would obtain the Abitur?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t30235a	Benefits good job - leaving certificate of the Hauptschule	pTarget
t30235b	Benefits good job - leaving certificate of the Hauptschule	pTarget
t30235c	Benefits good job - leaving certificate of the Hauptschule	pTarget

9 For the different school-leaving qualifications different amounts of effort are necessary. How much effort would the following school-leaving qualifications require for you?					
Please check one box in every line.					
	Very low [1]	Rather low [2]	In the middle [3]	Rather high [4]	Very high [5]
[How much effort would be required for you, if you ...] a) ... would obtain the leaving certificate of the Hauptschule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How much effort would be required for you, if you ...] b) ... would obtain the leaving certificate of the Realschule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How much effort would be required for you, if you ...] c) ... would obtain the Abitur?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t30335e	Costs effort - leaving certificate of the Hauptschule	pTarget
t30335f	Costs effort - leaving certificate of the Hauptschule	pTarget

10 Please describe yourself!*Please check one box in every line.*


	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) I handle my work material with care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I work on all my tasks with great care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I give up quickly when something is difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I try hard when tasks are difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I like going to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) School is fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I enjoy learning in school a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
tb00030	Readiness for exertion 1 - I work carefully with the work materials.	pTarget
tb00070	Readiness for exertion 2 - I am doing my tasks with great care.	pTarget
tb00110	Readiness for exertion 3 - I give up easily if something is difficult.	pTarget
tb00130	Readiness for exertion 4 - I make an effort when assignments are difficult.	pTarget
tb00020	Joy of learning 1 - I enjoy going to school.	pTarget
tb00060	Joy of learning 2 - School is fun for me.	pTarget
tb00100	Joy of learning 3 - I enjoy learning at school.	pTarget

11 This is about your mother tongue: Check the language that you learned in your family!

Maybe you learned two or three languages in your family. Then check more than one language!

	Not specified [0]	Specified [1]
German	<input type="checkbox"/>	<input type="checkbox"/>
Arabic	<input type="checkbox"/>	<input type="checkbox"/>
Polish	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>
Turkish	<input type="checkbox"/>	<input type="checkbox"/>
Another language	<input type="checkbox"/>	<input type="checkbox"/>

Please write down this other language: (Please enter  in block letters.)

Variables

t41000a_g1	Mother tongue (number of responses)	pTarget
t41000a_g2D	Mother tongue (1st alternative, coarsened)	pTarget
t41000a_g2R	Mother tongue (1st alternative, ISO 639.2)	pTarget
t41000a_g3D	Mother tongue (2nd alternative, coarsened)	pTarget
t41000a_g3R	Mother tongue (2nd alternative, ISO 639.2)	pTarget
t41000a_g4D	Mother tongue (3rd alternative, coarsened)	pTarget
t41000a_g4R	Mother tongue (3rd alternative, ISO 639.2)	pTarget
t41000a_g5D	Mother tongue (4th alternative, coarsened)	pTarget
t41000a_g5R	Mother tongue (4th alternative, ISO 639.2)	pTarget

12 And which language do you speak with your parents and other children?

Please only check one box for every question. Check „Does not apply“, e.g., if you have no siblings.

	Always German [1]	German most of the time, sometimes another language [2]	Another language most of the time, sometimes German [3]	Always another language [4]	Does not apply [5]
Does not apply [5]		<input type="checkbox"/>			
[Which language do you speak ...] a) ... with your siblings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not apply [5]		<input type="checkbox"/>			
[Which language do you speak ...] b) ... with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not apply [5]		<input type="checkbox"/>			
[Which language do you speak ...] c) ... with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not apply [5]		<input type="checkbox"/>			
[Which language do you speak ...] d) ... with your best friend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not apply [5]		<input type="checkbox"/>			
[Which language do you speak ...] e) ... with other children on the schoolyard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t412030	Interaction language - siblings	pTarget
t412010	Interaction language - mother	pTarget
t412020	Interaction language - father	pTarget
t412040	Interaction language - best friend	pTarget
t412050	Interaction language - schoolyard	pTarget

13 This is about what your parents like to know from you.*Please check one box in every line.*

	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
[How often do your parents ask ...] a) ... how school was?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How often do your parents ask ...] b) ... how you get along with teachers of your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How often do your parents ask ...] c) ... how you get along with other children in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How often do your parents ask ...] d) ... what homework you were given?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How often do your parents ask ...] e) ... about your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t282821	Students: Parent questions: How school was	pTarget
t282822	Students: Parent questions: Getting along with teachers	pTarget
t282823	Students: Parent questions: Getting along with students	pTarget
t282824	Students: Parent questions: Homework	pTarget
t282826	Students: Parent questions: Friends	pTarget

14 And how do you handle this? How often do you tell your parents about certain things without them asking?

Please check one box in every line.

	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
[How often do you tell your parents without them asking ...] a) ... how school was?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How often do you tell your parents without them asking ...] b) ... how you get along with teachers of your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How often do you tell your parents without them asking ...] c) ... how you get along with other children in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How often do you tell your parents without them asking ...] d) ... what homework you were given?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[How often do you tell your parents without them asking ...] e) ... about your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t282831	Students: Student reports: How school was	pTarget
t282832	Students: Student reports: Getting along with teachers	pTarget
t282833	Students: Student reports: Getting along with students	pTarget
t282834	Students: Student reports: Homework	pTarget
t282836	Students: Student reports: Friends	pTarget

15 Do you already know what school you are going to attend after elementary school?

Please only check one answer.

Hauptschule [school for basic secondary education] [1]	<input type="checkbox"/>
Realschule [intermediate secondary school] [2]	<input type="checkbox"/>
Gymnasium [type of school leading to upper secondary education and Abitur] [3]	<input type="checkbox"/>
School with several courses of education [4]	<input type="checkbox"/>
I don't know yet [5]	<input type="checkbox"/>

Variables

t66600a	Transfer prognosis realistic	pTarget
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16 What school would you like to go to if you could choose?	
<i>Please only check one answer.</i>	
Hauptschule [school for basic secondary education] [1]	<input type="checkbox"/>
Realschule [intermediate secondary school] [2]	<input type="checkbox"/>
Gymnasium [type of school leading to upper secondary education and Abitur] [3]	<input type="checkbox"/>
School with several courses of education [4]	<input type="checkbox"/>
<i>I don't know yet</i> [5]	<input type="checkbox"/>

Variables		
t66601a	Transfer prognosis idealistic	pTarget

17 Since when do you use a computer?	
<i>Please only check one answer.</i>	
I have never used a computer [1]	<input type="checkbox"/>
Since less than one year [2]	<input type="checkbox"/>
Since 1 to 2 years [3]	<input type="checkbox"/>
Since more than 2 years [4]	<input type="checkbox"/>

Variables		
t031050	Computer experience/use	pTarget

18 To what extent do you agree to the following statements about your computer use?*Please check one box in every line.*

	I don't agree at all [4]	I do rather not agree [3]	I do rather agree [2]	I completely agree [1]
a) It is fun to do something on the computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I find computers interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) If I could or if I were allowed to, I would use the computer more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I use the computer to learn new things (e.g., a new game).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I use the computer, because I can search for or look up things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I learn a lot when I do things on the computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t03106a	Computer fun (interest 1)	pTarget
t03106b	Computer interesting (interest 2)	pTarget
t03106c	Computer use more (interest 3)	pTarget
t03106d	Computer to learn things (value 1)	pTarget
t03106e	Computer to look up things (value 2)	pTarget
t03106f	Learn a lot with computer (value 3)	pTarget

19 The following statements are about how well you can handle the computer.*Please check one box in every line.*

	I don't agree at all [4]	I do rather not agree [3]	I do rather agree [2]	I completely agree [1]
a) I can handle the computer well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) It is easy for me to understand new programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I can find out about things on the computer without asking someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
t03119a	Can handle computer well (PC-SK1)	pTarget
t03119b	Can understand new programs well (PC-SK2)	pTarget
t03119c	Find out things on the computer without help (PC-SK3)	pTarget

Thank you very much for your support!

3 Teachers, PAPI

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

Brief notes on how to complete the questionnaire • In order to achieve a level of accuracy for scanner-assisted data capture which is as high as possible, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes. • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • Some questions pertain to characteristics of the class. In some schools, students are taught in classes with mixed grades. In this case, the answers should refer to the entire class. Otherwise, the respective reference group is explicitly stated. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg. Otherwise you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your origin and native language. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

Brief notes on how to complete the questionnaire • In order to achieve a level of accuracy for scanner-assisted data capture which is as high as possible, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes. • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • Some questions pertain to characteristics of the class. In some schools, students are taught in classes with mixed grades. In this case, the answers should refer to the entire class. Otherwise, the respective reference group is explicitly stated. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg. Otherwise you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your origin and native language. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

QUESTIONS ABOUT THE CLASS AND THE CLASSROOM

The following consists of a few questions about the composition of your class, your assessment of the class and about the classroom in which the class is mainly taught.

1	How many students are in your class?
<i>Please enter numbers right-justified.</i>	
__ __	Girls
Range: 0 - 99	
__ __	Boys
Range: 0 - 99	

Variables		
e227400_D	Class: Percentage of female students	pEducator
e227400_R	Class: Number of female students	pEducator
e227400_g1D	Class: Number of students, total (coarsed)	pEducator
e227400_g1R	Class: Number of students total	pEducator
e227401_R	Class: Number of male students	pEducator
e227401_D	Class: Percentage of male students	pEducator

2	How is your class conducted?
<i>Please check where applicable.</i>	
Classes with mixed grades [1]	<input type="checkbox"/>
Classes separated by grade [2]	<input type="checkbox"/>
Both [3]	<input type="checkbox"/>

Variables		
e229412	Class: how are classes conducted	pEducator

3 To what extent do the following statements apply to your class?

Please check one box in each line.

	Does not apply [1]	Applies to up to 25% of the teaching time [2]	Applies to up to 50% of the teaching time [3]	Applies to up to 75% of the teaching time [4]	Applies to up to 100% of the teaching time [5]
a) The lesson is carried out with two members of the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Qualified socio-educational staff members are employed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Qualified special educational needs staff members are employed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

ec1002a	The lesson is carried out with two members of the staff.	pEducator
ec1002b	Qualified socio-educational staff members are employed.	pEducator
ec1002c	Qualified special educational needs staff members are employed.	pEducator

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

4 Please assess the following abilities and skills of the class. Compare this class with the learning and performance level envisaged by the curriculum.					
If you are teaching classes with mixed grades, please assess only the 2nd grade children. Please check one box in each row.					
	Much worse [1]	Slightly worse [2]	The same [3]	Slightly better [4]	Much better [5]
a) Social skills (e.g. sharing with others, following rules) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Persistence and ability to concentrate (e.g. to remain occupied with something for an extended period of time) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Written language skills (e.g. ability to understand and write texts) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Language skills (e.g. vocabulary, sentence construction) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Scientific skills (e.g. knowledge of animals, plants and the environment) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Mathematical skills (e.g. with numbers and quantities) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ec0401a	Social skills (e.g. sharing with others, following rules)	pEducator
ec0401b	Persistence and ability to concentrate (e.g. remaining occupied with smth. ...)	pEducator
ec0401c	Written language skills (e.g. ability to understand and write texts)	pEducator
ec0401d	Language skills (e.g. vocabulary, sentence construction)	pEducator
ec0401e	Scientific skills (e.g. knowledge of animals, plants and the environment)	pEducator
ec0401f	Mathematical skills (e.g. with numbers and quantities)	pEducator

5 How many students in your class have a migration background, i.e. were born abroad or have at least one parent that was born abroad?

Please enter "0" if there are no students in your class with a migration background. Please enter the figures aligned to the right.

|_|_|_| Students with migration background

Range: 0 - 99

Variables

e451000_R	Class: Amount of students with migration background	pEducator
e451000_D	Class: Number of students with a migration background (in %)	pEducator

6 If you do not know the exact amount: What is the approximate amount of students with a migration background in your class?

Please only check one answer.

	None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not specified [0]		Specified [1]				
Does not apply because I am unsure about the amount stated in question 5.	<input type="checkbox"/>	<input type="checkbox"/>					

Variables

e451010	Class: number of students with a migration background (approximately)	pEducator
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3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

7 How many students in your class come from families from a ...

Please enter "0" if there are no students in your class from the respective social class. Please enter the figures aligned to the right.

... rather lower social class? |__|__| Students

Range: 0 - 99

... rather middle social class? |__|__| Students

Range: 0 - 99

... rather higher social class? |__|__| Students

Range: 0 - 99

Variables

e79201a_D	Students: Percentage from lower social class	pEducator
e79201a_R	Class: proportion class affiliation - low class	pEducator
e79201b_R	Class: proportion class affiliation - middle class	pEducator
e79201b_D	Students: Percentage from middle social class	pEducator
e79201c_D	Students: Percentage from higher social class	pEducator
e79201c_R	Class: proportion class affiliation - upper class	pEducator

8 How many students in your class have at least one parent with a higher education degree?

Please enter "0" if no students in your class have a parent with a higher education degree. Please enter the figures aligned to the right.

Students with at least one parent with a higher education degree |__|__|

Range: 0 - 99

Variables

e79202a_R	Class: proportion of parents with a higher education degree	pEducator
e79202a_D	Percentage of students where at least one parent has graduated from college	pEducator

9 How would you assess the class overall with regard to the following aspects?					
Please check one box in each line.					
a)	Disinterested [1]	[2]	[3]	[4]	Interested [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Undisciplined [1]	[2]	[3]	[4]	Disciplined [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Performance levels are homogeneous [1]	[2]	[3]	[4]	Performance levels are heterogeneous [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Not autonomous [1]	[2]	[3]	[4]	Autonomous [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Lacking concentration [1]	[2]	[3]	[4]	Concentrated [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Less focused on performance [1]	[2]	[3]	[4]	Very focused on performance [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22740a	Class: Teacher assessment: Interest	pEducator
e22740b	Class: Teacher assessment: Discipline	pEducator
e22740c	Class: Teacher assessment: Homogeneity (in terms of performance)	pEducator
e22740d	Class: Teacher assessment: Student autonomy	pEducator
e22740e	Class: Teacher assessment: Concentration	pEducator
e22740f	Class: Teacher assessment: Focus on performance	pEducator

10 How big is the classroom where your class receives the majority of its instruction?	
Please enter the figures aligned to the right.	
_ _ _ square meters	
Range: 0 - 999	

Variables		
e229400_D	Class: Facilities: Classroom size (aggregated)	pEducator
e229400_R	Class: Set-up: Classroom size	pEducator

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

11	How would you assess the quality or condition of the following aspects of your classroom?			
<i>Please check one box in each line.</i>				
	Poor [1]	Rather poor [2]	Rather good [3]	Good [4]
a) Brightness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Functionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Structural condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Acoustics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22940a	Class: Classroom condition, brightness	pEducator
e22940b	Class: Classroom condition, size	pEducator
e22940c	Class: Classroom condition, functionality	pEducator
e22940d	Class: Classroom condition, structural integrity	pEducator
e22940e	Class: Classroom condition, acoustics	pEducator

QUESTIONS ABOUT TEACHING AND LEARNING

In the following, we are interested in your assessment of the following aspects of school work, teaching and learning.

12 How many lessons per week are planned in grade 3 for the following subjects? Which of these subjects do you teach yourself in this class?

Please enter numbers aligned to the right. Please check where applicable.

Number of lessons per subject |__|__| German

Range: 0 - 99

[Taught by me in this class] Yes [1] No [2]
☐ ☐

Number of lessons per subject |__|__| Math

Range: 0 - 99

[Taught by me in this class] Yes [1] No [2]
☐ ☐

Number of lessons per subject |__|__| General knowledge/local history and geography

Range: 0 - 99

[Taught by me in this class] Yes [1] No [2]
☐ ☐

Variables

ec0150a_D	Number of lessons per week: German/literacy (aggregated)	pEducator
ec0150a_R	Number of lessons hours per week: German/literacy	pEducator
ec0150b	Taught by me in this class	pEducator
ec0151a_D	Number of lessons per week: Math (aggregated)	pEducator
ec0151a_R	Number of lessons per week: Math	pEducator
ec0151b	Taught by me in this class	pEducator
ec0152a_R	Number of lessons per week: General knowledge/local history and geography [subject taught in elementary schools]	pEducator
ec0152a_D	Number of lessons per week: General knowledge/local history and geography (aggregated)	pEducator
ec0152b	Taught by me in this class	pEducator

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

13 How often do keep yourself informed in this class about the learning and performance level of children using the following methods?

Please check one box in each line.

	Never [1]	Once or twice per school year [2]	Every few months [3]	Every two to four weeks [4]	Once per week [5]	(Almost) every lesson [6]
a) Observation of oral participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Informal tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The same tests for all classes and learning groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Diagnostic tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Externally developed standardized tests (comparative class tests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ec0160a	Observation of oral participation	pEducator
ec0160b	Informal tests	pEducator
ec0160c	The same tests for all classes and learning groups	pEducator
ec0160d	Diagnostic tests	pEducator
ec0160e	Externally developed standardized tests (comparative class tests)	pEducator

14 Firstly, please tell us your personal opinion with regard to teaching and learning.*Please check one box in each line.*

	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) It is better if the teacher - and not the students - decides what needs to be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My role as a teacher is to make it easier for the students to investigate and explore things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students will learn best when they try to find solutions to problems independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Classes should be based on problems with clear-cut and correct answers as well as on concepts that are quickly understood by the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The question of how much students will learn depends on their background knowledge - therefore the teaching of facts is vital.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Students should be given the option of thinking about solutions themselves before the teacher shows them how to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) A quiet classroom is absolutely necessary for effective learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Thinking and reasoning processes are more important than specific content of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22680a	Teacher: Opinion: Make decisions	pEducator
e22680b	Teacher: Opinion: Role of teacher with regard to investigating and exploring	pEducator
e22680c	Teacher: Opinion: Learning through independent problem-solving	pEducator
e22680d	Teacher: Opinion: Lessons with clear answers	pEducator
e22680e	Teacher: Opinion: Teaching of facts	pEducator
e22680f	Teacher: Opinion: Possibility of independent problem-solving	pEducator
e22680g	Teacher: Opinion: Quiet classroom	pEducator
e22680h	Teacher: Opinion: Thinking and reasoning processes	pEducator

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

15	What percentage of time do students spend in a typical school week doing the following activities in class?
<i>The total should add up to 100%. Please enter the figures aligned to the right.</i>	
a) Discussing homework	_ _ _ _
Range: 0 - 100	
b) Following your lecture	_ _ _ _
Range: 0 - 100	
c) Doing tasks/exercises with your assistance	_ _ _ _
Range: 0 - 100	
d) Doing tasks/exercises without your assistance	_ _ _ _
Range: 0 - 100	
e) Doing teacher-supported repetitive drills and exercises	_ _ _ _
Range: 0 - 100	
f) Taking tests, quizzes, or playing guessing games	_ _ _ _
Range: 0 - 100	
g) Classroom management activities that have nothing to do with the teaching content or goals (e.g. interruptions and maintaining order)	_ _ _ _
Range: 0 - 100	
h) Other student activities	_ _ _ _
Range: 0 - 100	

Variables		
e538001	Time spent each week - homework	pEducator
e538002	Time spent each week - lecture teacher	pEducator
e538003	Time spent each week - tasks/exercises with assistance	pEducator
e538004	Time spent each week - tasks/exercises without assistance	pEducator
e538005	Time spent each week - repetitive drills and exercises	pEducator
e538006	Time spent each week - tests, quizzes or guessing games	pEducator
e538007	Time spent each week - classroom management	pEducator
e538008	Time spent each week - other student activities	pEducator

16 How important do you consider the following aspects of the teaching profession for organizing your work in class?				
Please check one box in each row.				
	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) A good relationship with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Methodologically and didactically appropriate lesson planning and teaching of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Focus on objective criteria for student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Considering the personal situation when assessing students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Order and discipline in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Being informed about students' personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Knowledge of students' family background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Imparting comprehensive expert knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Concentration on tasks listed in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) a fundamental assessment of my lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Awakening interest in the course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Increasing joy in learning and performing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22682a	Teacher: Professional aspect: Relationship with students	pEducator
e22682b	Teacher: Professional aspect: Planning lessons/imparting knowledge	pEducator
e22682c	Teacher: Professional aspect: Objective assessment criteria	pEducator
e22682d	Importance in teaching profession: Considering the personal situation	pEducator
e22682e	Importance in teaching profession: order and discipline	pEducator
e22682f	Importance in teaching profession: Informed about personal problems of students	pEducator
e22682g	Importance in teaching profession: Knowing the family background	pEducator
e22682h	Teacher: Professional aspect: Imparting expert knowledge	pEducator
e22682i	Importance in teaching profession: Focusing on tasks prescribed by syllabus	pEducator
e22682j	Importance in teaching profession: Assessment of my class	pEducator
e22682k	Importance in teaching profession: Create interest in subject matter	pEducator
e22682l	Importance in teaching profession: Enjoyment in learning, willingness to perform	pEducator

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

17 To what extent do the following statements apply to your teaching?				
Please check a box on each line.				
	Does not apply [1]	Does not really apply [2]	Applies to some extent [3]	Does apply [4]
a) I give students assignments of different levels of difficulty based on their abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I quickly notice when a student is having trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Everyone in my class knows the "rules of the game."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In my classes, the types of tasks are repeated to solidify what my students have learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I discuss general and current topics with my students even if puts my lesson plan behind schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I see it as my job in the classroom to present and teach proven concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I summarize the material so that my students will remember it better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I often ask students to justify their answers with arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) There's a friendly, trusting relationship between me and my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I think absolute quiet in the classroom is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) In my class, the students should find out for themselves why something is wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) I like to give the faster students extra tasks to challenge them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables				

e22540a	Faculty: teaching: differentiated assignments	pEducator
e22440b	Faculty: teaching: quickly noticing trouble	pEducator
e22340c	Faculty: teaching: knowing the rules	pEducator
e22540d	Faculty: teaching: repeating assignments	pEducator
e22540e	Faculty: teaching: discuss general topics	pEducator
e22540f	Faculty: teaching: teach proven concepts	pEducator
e22340g	Faculty: teaching: summarize material	pEducator
e22540h	Faculty: teaching: asking for justifications	pEducator
e22440i	Faculty: teaching: friendly relationship	pEducator
e22340j	Faculty: teaching: quiet classes	pEducator
e22540k	Faculty: teaching: identifying mistakes	pEducator
e22540l	Faculty: teaching: extra tasks for faster students	pEducator

QUESTIONS ABOUT THE FACULTY'S READINESS TO INNOVATE AND COOPERATE

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

18 To what extent do the following statements about collegial cooperation and the organization of work apply to your workplace?				
Please check a box on each line.				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) We collaborate on an interdisciplinary level with a focus on joint themes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Work rooms with adequate equipment are available for team work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our schedules outside of instruction are well coordinated for collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) We have good subject-area collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The coordination of instruction between grade levels is well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The coordination of instruction within individual grade levels is well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Self- and peer evaluations are a part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Visiting each other's classes are an obvious part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Coordinating homework is an obvious part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22203a	Faculty: attitude toward collegial cooperation: interdisciplinary themes	pEducator
e22203b	Faculty: attitude toward collegial cooperation: team work equipment	pEducator
e22203c	Faculty: attitude toward collegial cooperation: coordinated schedules	pEducator
e22203d	Faculty: attitude toward collegial cooperation: subject-area collaboration	pEducator
e22203e	Faculty: Attitude toward collegial cooperation: Coordination between grades	pEducator
e22203f	Faculty: Attitude toward collegial cooperation: Coordination within grade level	pEducator
e22203g	Faculty: attitude toward collegial cooperation: evaluations	pEducator
e22203h	Faculty: attitude toward collegial cooperation: classroom visits	pEducator
e22203i	Faculty: attitude toward collegial cooperation: homework coordination	pEducator

19 How often do you discuss the following topics and issues with other teachers?*Please only check one box in each row.*

	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
a) Exchange of classroom experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sharing new teaching ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student reactions to a specific instructional unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Coordinating homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Students' behavior in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Finding teaching material and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Learning needs of individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Personal dissatisfaction/issues with work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Homework arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22204a	Teacher: Cooperation faculty: Exchange of classroom experience	pEducator
e22204b	Teacher: Cooperation faculty: Sharing new teaching ideas	pEducator
e22204c	Teacher: Cooperation faculty: Students' reactions	pEducator
e22204d	Teacher: Cooperation faculty: Coordinating homework	pEducator
e22204e	Teacher: Cooperation faculty: Student behavior in class	pEducator
e22204f	Teacher: Cooperation faculty: Finding teaching material and resources	pEducator
e22204g	Teacher: Cooperation faculty: Students' learning needs	pEducator
e22204h	Teacher: Cooperation faculty: Dissatisfaction/issues with work	pEducator
e22204i	Teacher: Cooperation faculty: Homework arrangement	pEducator

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

20 Please indicate the extent to which the following statements apply to your school.				
Please check a box on each line.				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) There are groups within the faculty who have little to do with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When we have faculty meetings, most people present participate actively in the discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There are clear opinion leaders among the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) We are allowed sufficient say in setting the class schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) When setting the schedule, opportunities for team work are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Faculty collaboration is almost exclusively by subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The results of these task forces are regularly shared with the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22205a	Faculty: attitude towards collaboration: different groups	pEducator
e22205b	Faculty: attitude towards collaboration: participation in meetings	pEducator
e22205c	Faculty: attitude towards collaboration: opinion leaders	pEducator
e22205d	Faculty: attitude towards collaboration: setting schedules	pEducator
e22205e	Faculty: attitude towards collaboration: teamwork in schedule	pEducator
e22205f	Faculty: Attitude towards collaboration: Collaboration by subject area	pEducator
e22205g	Faculty: Attitude towards collaboration: Sharing task force results	pEducator

21 Please indicate the extent to which the following statements apply to the teachers at your school.				
<i>Please check a box on each line.</i>				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) There are mostly major objections to making changes at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our faculty is quite prepared to evaluate our teaching methods based on the results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Most teachers in our school are open to new teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Most teachers in our school are not prepared to learn something new for use in their teaching and change how they teach their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The faculty at our school is constantly working on developing the school's own pedagogical concept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Our school is actively trying to grow and develop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22206a	Faculty: opinion of colleagues: objections to change	pEducator
e22206b	Faculty: opinion of colleagues: readiness to evaluate teaching methods	pEducator
e22206c	Faculty: opinion of colleagues: openness to new teaching methods	pEducator
e22206d	Faculty: opinion of colleagues: lack of readiness to learn new things	pEducator
e22206e	Faculty: opinion of colleagues: effort to define school's own pedagogical concept	pEducator
e22206f	Faculty: opinion of colleagues: renewal and development	pEducator

QUESTIONS ABOUT PARENT PARTICIPATION

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

22 Please indicate the extent to which these statements apply to you.

Please check a box on each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) I like working with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I consider parents as partners in educating and raising their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I keep my students' parents updated on a regular basis about what's going on at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I follow up on parent complaints/concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I tell parents about the strengths and weaknesses of their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I tell parents about the learning progress of their children on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Parents can make an appointment to see me at the school to discuss their children's issues at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Parents can talk to me about their children's issues at school even outside of school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

e22684a	Faculty: Working with parents: Fun	pEducator
e22684b	Faculty: Working with parents: Parents as partners	pEducator
e22684c	Faculty: Working with parents: Info about school events	pEducator
e22684d	Faculty: Working with parents: Follow up on complaints	pEducator
e22684e	Faculty: Working with parents: Info about strengths/weaknesses	pEducator
e22684f	Faculty: Working with parents: Info about learning progress	pEducator
e22684g	Faculty: Working with parents: Appointments	pEducator
e22684h	Faculty: Working with parents: Speaking outside of school	pEducator

23 What do you think: How much parental support do third-graders from the following groups receive at home in total compared to third-graders from Germany in its entirety? By parental support we mean, e.g., homework tutoring.

Making your cross further to the left indicates that less parental support is received by children according to your assessment; making your cross further to the right indicates more parental support. Please only check one box in each row.

[illegible]

c) Children from higher social classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] d) Girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] e) Boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] f) Children with a migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] g) Children with a Turkish migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] h) Children with a Russian migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] i) Children with no migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e31603a	Teacher opinion support: Lower social class	pEducator
e31603b	Teacher opinion support: Middle social class	pEducator
e31603c	Teacher opinion support: High social class	pEducator
e31603d	Teacher opinion support: Girls	pEducator
e31603e	Teacher opinion support: Boys	pEducator
e31603f	Teacher opinion support: Migration background	pEducator
e31603g	Teacher opinion support: Turkish migration background	pEducator
e31603h	Teacher opinion support: Russian migration background	pEducator
e31603i	Teacher opinion support: No migration background	pEducator

24 **And what do you think: How motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety? By childish motivation we mean the actual joy in learning of the children as well as their general thirst for knowledge and engagement in learning.**

Making your cross further to the left indicates that the children are less motivated according to your assessment; making your cross further to the right indicates that the children are more motivated. Please only check one box in each row.

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

	Far below average 0 [0]	[1]	[2]	[3]	[4]	5 [5]	[6]	[7]	[8]	[9]	Far above average 10 [10]
a) Children from lower social classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Children from middle social classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Children from higher social classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] d) Girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] e) Boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] f) Children with a migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] g) Children with a Turkish migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] h) Children with a Russian migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] i) Children with no migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e31604a	Teacher opinion motivation: Lower social class	pEducator
e31604b	Teacher opinion motivation: Middle social class	pEducator
e31604c	Teacher opinion motivation: High social class	pEducator
e31604d	Teacher opinion motivation: Girls	pEducator
e31604e	Teacher opinion motivation: Boys	pEducator
e31604f	Teacher opinion motivation: Migration background	pEducator
e31604g	Teacher opinion motivation: Turkish migration background	pEducator
e31604h	Teacher opinion motivation: Russian migration background	pEducator
e31604i	Teacher opinion motivation: With no migration background	pEducator

25

To what extent do the following statements apply to you personally?

Please check one box in each row.

	completely disagree [1]	rather disagree [2]	half and half [3]	rather agree [4]	completely agree [5]
a) My work should always be beyond reproach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I prefer checking my work three times rather than handing it in incorrect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My aim is to make absolutely no mistakes in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Whatever I do, it must be perfect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) It is extremely important to me that, when assessing my students, the results are based on their performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) When assessing my students, I tend to give them a lower grade if I am uncertain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I often feel exhausted at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) In general, I feel that my workload is too heavy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I would prefer to do something that doesn't require too much thought than something that is sure to challenge my mental ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I find little satisfaction in thinking long and hard about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) I like it when my life is full of tricky problems that I have to solve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) I don't like unpredictable situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) I prefer activities during which it is always clear what has to be done and how it has to be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) I prefer things that I'm familiar with to things that I don't know and can't predict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

e31610a	Work beyond reproach	pEducator
e31610b	Prefer to check work	pEducator
e31610c	Aim to make no mistakes	pEducator
e31610d	Act perfect	pEducator
e31610e	Performance-based assessment of students	pEducator
e31610f	Lower graded students	pEducator
e31610g	Exhaustion	pEducator
e31610h	Work overload	pEducator
e31611a	Need for cognition - mental ability	pEducator
e31611b	Need for cognition - satisfaction thinking	pEducator
e31611c	Need for cognition - solve tricky problems	pEducator
e31612a	Need for cognitive closure - unpredictable situations	pEducator
e31612b	Need for cognitive closure - clear activities	pEducator
e31612c	Need for cognitive closure - familiar things	pEducator

26 To what extent do you agree with the following statements?					
Please check one box in each row.					
	completely disagree [1]	rather disagree [2]	half and half [3]	rather agree [4]	completely agree [5]
a) I'm in favor of more economic equality among people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I'm in favor of more social equality among people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I support equality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) All people should be treated equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) It is important that we treat other countries equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e31613a	Social dominance orientation - economic equality	pEducator
e31613b	Social dominance orientation - social equality	pEducator
e31613c	Social dominance orientation - support equality	pEducator
e31613d	Social dominance orientation - treat people equally	pEducator
e31613e	Social dominance orientation - treat other countries equally	pEducator

QUESTIONS ABOUT CONTINUING PROFESSIONAL EDUCATION

We would like to ask you some more questions about different aspects of continuing professional education.

27 Please state your own need for advanced training in the following areas.

Please check one box in each line.

	No need at all [1]	Minor need [2]	Average need [3]	High need [4]
a) Educational standards in your subject field(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Conduction of classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Expert knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ability to work with computers and the Internet for teaching purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching of students with special learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Handling disciplinary and behavioral problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) School board and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Teaching in a multicultural environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Counseling for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Integrative teaching (individualization and differentiation in inclusive educational opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22280a	Teacher: Advanced training: Own needs: Educational standards	pEducator
e22280b	Teacher: Advanced training: Own needs: Assessment methods	pEducator
e22280c	Teacher: Advanced training: Own needs: Conducting classes	pEducator
e22280d	Teacher: Advanced training: Own needs: Expert knowledge	pEducator
e22280e	Teacher: Advanced training: Own needs: Computer and internet abilities teaching	pEducator
e22280f	Teacher: Advanced training: Own needs: Teaching students special learning needs	pEducator
e22280g	Teacher: Advanced training: Own needs: Handling disciplinary behavioral problems	pEducator
e22280h	Teacher: Advanced training: Own needs: School board and administration	pEducator
e22280i	Teacher: Advanced training: Own needs: Teaching in a multicultural environment	pEducator
e22280j	Teacher: Advanced training: Own needs: Counseling for students	pEducator
e22280k	Teacher: Advanced training: Own needs: Integrative teaching	pEducator

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

28 Have you participated in the following training activities during the past 12 months?		
Please only state activities that have taken place after your initial teacher training. Please check a box in each line.		
	Yes [1]	No [2]
a) Courses/workshops (e.g. on teaching subjects, methods and/or other education-related topics)	<input type="checkbox"/>	<input type="checkbox"/>
b) Educational conferences or seminars (during which teachers and/or researchers present research results and discuss education-related issues)	<input type="checkbox"/>	<input type="checkbox"/>
c) Qualification programs (e.g. higher education courses)	<input type="checkbox"/>	<input type="checkbox"/>
d) Sitting in on classes at other schools	<input type="checkbox"/>	<input type="checkbox"/>
e) Participation in a working group specially designed for the professional development of teachers (e.g. projects, model tests)	<input type="checkbox"/>	<input type="checkbox"/>
f) Individual or joint research work on a topic which is of professional interest to you as a teacher	<input type="checkbox"/>	<input type="checkbox"/>
g) Mentor programs "Peer Observation" and/or training programs (as part of a formal school agreement)	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22281a	Teacher: Further education: Courses/workshop	pEducator
e22281b	Teacher: Further education: Educational conferences or seminars	pEducator
e22281c	Teacher: Further education: Qualification programs	pEducator
e22281d	Teacher: Further education: Sitting in on classes at other schools	pEducator
e22281e	Teacher: Further edu: Participation in working grp for profess developm	pEducator
e22281f	Teacher: Further education: Research work	pEducator
e22281g	Teacher: Further education: Mentor programs and/or training programs	pEducator

29 How many days in the past 12 months have you spent in continuing professional education?*Please enter the figures aligned to the right.*

|_|_|_| Days

Range: 0 - 365

	Not specified [0]	Specified [1]
No participation in further training in the past 12 months	<input type="checkbox"/>	<input type="checkbox"/>

*(open statement): Please continue with the next question. "no participation in continuing education measures in the last 12 months": Please continue with question 33.***Variables**

e22282a	Faculty: Further training: Days of participation	pEducator
e22282b	Faculty: Further training: No participation	pEducator

30 How were the training programs funded during the past 12 months?*Please check only one box.*The further education costs were taken over completely. ☐
[1]I paid a portion of the further education costs. [2] ☐I paid the entire amount of the further education costs. [3] ☐**Variables**

e222821	Faculty: Further training: Costs	pEducator
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31 Were given leave from teaching in order to attend these further education programs during the past 12 months?*Please check where applicable.*Yes [1] ☐No [2] ☐**Variables**

e222822	Faculty: Further training: Given leave from teaching	pEducator
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3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

32	Would you like to have completed more advanced training programs in the past 12 months?
<i>Please check where applicable.</i>	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>

Variables		
e222823	Teacher: Further education: Prefer more further education programs	pEducator

QUESTIONS ABOUT YOURSELF

33	When were you born?
<i>Please enter the figures aligned to the right.</i>	
_ _ _ _ Month	
Range: 1 - 12	
_ _ _ _ Year	
Range: 1,900 - 2,020	

Variables		
e76212m_O	Month of birth	pEducator
e76212y_R	Year of birth	pEducator
e76212y_D	Year of birth (categorized)	pEducator

34	Are you male or female?
<i>Please check where applicable.</i>	
Male [1]	<input type="checkbox"/>
Female [2]	<input type="checkbox"/>

Variables		
e762110	Gender	pEducator

35 Do you have a migration background, i.e. were you or one of your parents born abroad?*Please check where applicable.*

Yes, I was born abroad. [1]

☐

Yes, I was born in Germany, but at least one parent was born abroad. [2]

☐

No. [3]

☐**Variables**

e400000

Migration background of teacher

pEducator

37 Now to your mother tongue: what languages have you learned in your family as a child?*If you have learned more than one language in your family, you may check more than one box.*

	Not specified [0]	Specified [1]
German	<input type="checkbox"/>	<input type="checkbox"/>
Arabic	<input type="checkbox"/>	<input type="checkbox"/>
Bosnian	<input type="checkbox"/>	<input type="checkbox"/>
Greek	<input type="checkbox"/>	<input type="checkbox"/>
Italian	<input type="checkbox"/>	<input type="checkbox"/>
Croatian	<input type="checkbox"/>	<input type="checkbox"/>
Kurdish	<input type="checkbox"/>	<input type="checkbox"/>
Polish	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>
Serbian	<input type="checkbox"/>	<input type="checkbox"/>
Turkish	<input type="checkbox"/>	<input type="checkbox"/>
Another language, namely:	<input type="checkbox"/>	<input type="checkbox"/>

(Please fill out in block capitals.)

**Variables**

e41100a_g5D	Mother tongue (response 4, aggregated)	pEducator
e41100a_g5R	Mother tongue (response 4, ISO 639.2)	pEducator
e41100a_g4D	Mother tongue (response 3, aggregated)	pEducator
e41100a_g4R	Mother tongue (response 3, ISO 639.2)	pEducator
e41100a_g3D	Mother tongue (response 2, aggregated)	pEducator
e41100a_g3R	Mother tongue (response 2, ISO 639.2)	pEducator
e41100a_g2D	Mother tongue (response 1, aggregated)	pEducator
e41100a_g2R	Mother tongue (response 1, ISO 639.2)	pEducator
e41100a_g1	Mother tongue (number of responses)	pEducator

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

38	If you've learned a language other than German as a child in your family: How well do you still speak this language today?
<i>If you have learned several other languages than German as a child in your family, please only think of the language you speak best. Please check where applicable.</i>	
Very poor [2]	<input type="checkbox"/>
Rather poor [3]	<input type="checkbox"/>
Rather good [4]	<input type="checkbox"/>
Very well [5]	<input type="checkbox"/>
Not at all [1]	<input type="checkbox"/>

Variables		
e410200	Subjective linguistic competence L1 teacher - speaking	pEducator

39	And how often do you use this language ...
<i>Please only check one box in each row.</i>	
	Never [1] Seldom [2] Sometimes [3] Often [4] Always [5]
a) ... with your students?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b) ... with your students' parents?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Variables		
e412600	Use of first language - teacher with students	pEducator
e412610	Use of first language - teacher with parents of students	pEducator

Falls Sie bereits im vergangenen Jahr an der NEPS-Befragung teilgenommen haben, überspringen Sie bitte den folgenden Abschnitt und fahren Sie mit den Schülereinschätzungen ab Seite 31 fort.

Falls Sie zum ersten Mal an der NEPS-Befragung teilnehmen, möchten wir Sie herzlich bitten, uns ab der nächsten Seite auch noch einige Fragen zu Ihrer Berufswahl und Ausbildung zu beantworten.

FRAGEN ZU BERUFSWAHL UND AUSBILDUNG

Lehrerinnen und Lehrer ergreifen ihren Beruf aus ganz unterschiedlichen Gründen und wählen verschiedene Wege zu ihrem Berufsziel. Um diese individuellen Motive und Wege berücksichtigen zu können, möchten wir Ihnen nun einige Fragen zu Ihrer Berufswahl und Ausbildung stellen.

40	How old were you when you decided to become a teacher?
<i>Please enter your age in years. Please enter numbers right-justified.</i>	
_ _ _ Years	
Range: 0 - 99	

Variables		
e536020_R	Age when profession chosen	pEducator

41 How important do you consider the following aspects for your job as a teacher?*Please check a box in each line*

	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) Compatibility with my family's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A lot of contact with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A lot of spare time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Good pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Continuously facing new challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Enjoyment in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Prestige of the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) To achieve something above average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Enjoyment (in the subject) and passing on expert knowledge in the subjects I selected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e536031	Aspects of career choice - compatibility with my family	pEducator
e536032	Aspects of career choice - contact with people	pEducator
e536033	Aspects of career choice - a lot of spare time	pEducator
e536034	Aspects of career choice - good pay	pEducator
e536035	Aspects of career choice - new challenges	pEducator
e536036	Aspects of career choice - enjoyment in teaching	pEducator
e536037	Aspects of career choice - job security	pEducator
e536038	Aspects of career choice - prestige of the teaching profession	pEducator
e536039	Aspects of career choice - achieve something above average	pEducator
e536040	Aspects of career choice - enjoyment (in the subject) / passing on expert knowledge	pEducator

42 Did you already have experience teaching before you were formally trained as a teacher (such as tutoring, in an internship or in civil service)?*Please check the applicable answer.*

Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>

Variables		
e537010	Teaching experience before college	pEducator

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

As you know, not all teachers have completed an university course for teaching professions or have passed the state examination. We would now like to ask you some questions about your vocational training.

43 How old were you when you earned entrance to university?

Please enter the year.

Year of university entrance qualification |__|__|__|__|

Range: 1,900 - 2,020

Not specified
[0]

Specified [1]

I did not qualify for university
entrance.

☐☐

"(open statement) Year in that the higher education entitlement was rewarded": Please continue with the next question. "I have no higher education entitlement.": Please skip the next question and continue on page 31.

Variables

e53702y_R	Year of university entrance qualification	pEducator
e537022	does not acquire a higher education entrance qualification	pEducator

44 In which federal state did you acquire your higher education entrance qualification?		
<i>Please checkk only one answer.</i>		
Baden-Wuerttemberg [8]	<input type="checkbox"/>	
Bavaria [9]	<input type="checkbox"/>	
Berlin [11]	<input type="checkbox"/>	
Brandenburg [12]	<input type="checkbox"/>	
Bremen [4]	<input type="checkbox"/>	
Hamburg [2]	<input type="checkbox"/>	
Hesse [6]	<input type="checkbox"/>	
Mecklenburg-Western Pomerania [13]	<input type="checkbox"/>	
Lower Saxony [3]	<input type="checkbox"/>	
North Rhine-Westphalia [5]	<input type="checkbox"/>	
Rhineland-Palatinate [7]	<input type="checkbox"/>	
Saarland [10]	<input type="checkbox"/>	
Saxony [14]	<input type="checkbox"/>	
Saxony-Anhalt [15]	<input type="checkbox"/>	
Schleswig-Holstein [1]	<input type="checkbox"/>	
Thuringia [16]	<input type="checkbox"/>	
Not in Germany [17]	<input type="checkbox"/>	
Variables		
e537030_R	Federal state higher education entrance qualification (Federal state)	pEducator

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

45 What was your overall grade when you earned entrance to university?

Please enter your grade as a numeral with one decimal place.

Grade of university entrance qualification |__| , |__|

Range: 1.0 - 4.0

Not specified
[0] Specified [1]

Did not receive an overall grade ☐ ☐

Variables

e537041	Grade of university entrance qualification	pEducator
---------	--	-----------

e537042	No university entrance qualification grade	pEducator
---------	--	-----------

46 Have you ever enrolled in a degree program other than for teaching professions? Note: The degree program for teaching professions also refers in this context to courses of studies for a Diplom [German degree in tertiary education, pre-Bologna system, level equivalent to master's] such as a graduate commercial school teacher.

Please check where applicable.

Yes [1] ☐

No [2] ☐

"Yes": Please continue with the next question. "No": Please continue with question 48.

Variables

e537050	Other higher education	pEducator
---------	------------------------	-----------

47 How many semesters were you enrolled in this program?

Please enter numbers right-justified.

|__| Semesters

Range: 0 - 99

Variables

e537070	Semesters in another program	pEducator
---------	------------------------------	-----------

48 Have you ever started a university education for teaching professions?

Please check the applicable.

Yes [1] ☐

No [2] ☐

"Yes": Please continue with the next question. "No": Please continue on page 31.

Variables

e537090	University education for teaching professions	pEducator
---------	---	-----------

49 When did you start your university education for teaching professions?

Please enter the year.

Year of first enrollment in university education for teaching professions |__|__|__|__|

Range: 1,900 - 2,020

Variables

e53710y_R	First enrollment university education for teaching professions	pEducator
-----------	--	-----------

50 Have you successfully completed your university education for teaching professions?

Please tick the applicable.

Yes [1] ☐

No [2] ☐

"Yes": Please continue with the next question. "No": Please continue on page 31.

Variables

e537140	Successfully completed university education for teaching professions	pEducator
---------	--	-----------

51 When did you complete your university education for teaching professions in the GDR?

Please check where applicable.

Yes [1] ☐

No [2] ☐

"Yes": Please continue with question 55. "No": Please continue with the next question.

Variables

e537141	Completed education for teaching professions GDR	pEducator
---------	--	-----------

52 Please state the year in which you passed the first state examination or an equivalent examination (e.g., Diplom for graduate commercial school teachers).

Please enter the year.

|__|__|__|__| Year in which examination was passed

Range: 1,900 - 2,020

Variables

e537150_R	Year of state examination	pEducator
-----------	---------------------------	-----------

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

53 What was your final grade in your first state examination and/or the equivalent examination?

Please state the final grade to one decimal point.

Final grade in first state examination |____| , |____|

Range: 1.0 - 4.0

Variables

e537180	Grade in first state examination	pEducator
---------	----------------------------------	-----------

54 Did you pass a second state examination in your university education for teaching professions?

Please check where applicable.

Yes [1] ☐

No [2] ☐

"Yes": Please continue with the next question. "No": Please continue on page 31.

Variables

e537190	Second state examination	pEducator
---------	--------------------------	-----------

55 In what federal state did you pass your second state examination in the university education program for teaching professions (or also in the teacher training in the GDR)?

Please only check one answer.

Baden-Wuerttemberg [8]	<input type="checkbox"/>
Bavaria [9]	<input type="checkbox"/>
Berlin [11]	<input type="checkbox"/>
Brandenburg [12]	<input type="checkbox"/>
Bremen [4]	<input type="checkbox"/>
Hamburg [2]	<input type="checkbox"/>
Hesse [6]	<input type="checkbox"/>
Mecklenburg-Western Pomerania [13]	<input type="checkbox"/>
Lower Saxony [3]	<input type="checkbox"/>
North Rhine-Westphalia [5]	<input type="checkbox"/>
Rhineland-Palatinate [7]	<input type="checkbox"/>
Saarland [10]	<input type="checkbox"/>
Saxony [14]	<input type="checkbox"/>
Saxony-Anhalt [15]	<input type="checkbox"/>
Schleswig-Holstein [1]	<input type="checkbox"/>
Thuringia [16]	<input type="checkbox"/>
Not in Germany [17]	<input type="checkbox"/>

Variables

e537200_R	Federal state second state examination (Federal state)	pEducator
-----------	--	-----------

56 With what final grade did you pass your second state examination (or also your teacher training in the GDR)?

Please state the final grade to one decimal point.

|__| , |__| Final grade in second state examination

Range: 1.0 - 4.0

Variables

e537210	Grade in second state examination	pEducator
---------	-----------------------------------	-----------

3.1 First-Time Interviewees: Teacher questionnaire (ID 225)

Thank you for your support!

3.2 Panel Interviewees: teacher questionnaire (ID 230)

Brief notes on how to complete the questionnaire • In order to achieve a level of accuracy for scanner-assisted data capture which is as high as possible, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes. • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • Some questions pertain to characteristics of the class. In some schools, students are taught in classes with mixed grades. In this case, the answers should refer to the entire class. Otherwise, the respective reference group is explicitly stated. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg. Otherwise you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your origin and native language. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

3.2 Panel Interviewees: teacher questionnaire (ID 230)

Brief notes on how to complete the questionnaire • In order to achieve a level of accuracy for scanner-assisted data capture which is as high as possible, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes. • If you want to change your answer to a question, cross out the box with the answer that is no longer relevant and check the correct box. • You may also skip individual questions that you do not want to or cannot answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, you are required to enter numbers. If these are not available to you, please estimate as accurately as possible, but do not collect any data for this purpose. • Some questions pertain to characteristics of the class. In some schools, students are taught in classes with mixed grades. In this case, the answers should refer to the entire class. Otherwise, the respective reference group is explicitly stated. • After you have completed the questionnaire, please put it in the envelope, close it and hand it over to your responsible school coordinator, who will then forward it unopened to the IEA DPC in Hamburg. Otherwise you can send it to the IEA DPC directly. Your information will thus not be disclosed to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing your data, including details about your origin and native language. You declare this consent by completing and handing in this questionnaire. In this regard, please note the Data Protection Policy attached to this cover letter. Thank you for your support!

QUESTIONS ABOUT THE CLASS AND THE CLASSROOM

The following consists of a few questions about the composition of your class, your assessment of the class and about the classroom in which the class is mainly taught.

1	How many students are in your class?
<i>Please enter numbers right-justified.</i>	
__ __	Girls
Range: 0 - 99	
__ __	Boys
Range: 0 - 99	

Variables		
e227400_D	Class: Percentage of female students	pEducator
e227400_R	Class: Number of female students	pEducator
e227400_g1D	Class: Number of students, total (coarsed)	pEducator
e227400_g1R	Class: Number of students total	pEducator
e227401_R	Class: Number of male students	pEducator
e227401_D	Class: Percentage of male students	pEducator

2	How is your class conducted?
<i>Please check where applicable.</i>	
Classes with mixed grades [1]	<input type="checkbox"/>
Classes separated by grade [2]	<input type="checkbox"/>
Both [3]	<input type="checkbox"/>

Variables		
e229412	Class: how are classes conducted	pEducator

3.2 Panel Interviewees: teacher questionnaire (ID 230)

3 To what extent do the following statements apply to your class?					
Please check one box in each line.					
	Does not apply [1]	Applies to up to 25% of the teaching time [2]	Applies to up to 50% of the teaching time [3]	Applies to up to 75% of the teaching time [4]	Applies to up to 100% of the teaching time [5]
a) The lesson is carried out with two members of the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Qualified socio-educational staff members are employed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Qualified special educational needs staff members are employed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ec1002a	The lesson is carried out with two members of the staff.	pEducator
ec1002b	Qualified socio-educational staff members are employed.	pEducator
ec1002c	Qualified special educational needs staff members are employed.	pEducator

4 Please assess the following abilities and skills of the class. Compare this class with the learning and performance level envisaged by the curriculum.					
<i>If you are teaching classes with mixed grades, please assess only the 2nd grade children. Please check one box in each row.</i>					
	Much worse [1]	Slightly worse [2]	The same [3]	Slightly better [4]	Much better [5]
a) Social skills (e.g. sharing with others, following rules) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Persistence and ability to concentrate (e.g. to remain occupied with something for an extended period of time) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Written language skills (e.g. ability to understand and write texts) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Language skills (e.g. vocabulary, sentence construction) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Scientific skills (e.g. knowledge of animals, plants and the environment) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Mathematical skills (e.g. with numbers and quantities) [compared to learning performance level envisaged by the curriculum]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ec0401a	Social skills (e.g. sharing with others, following rules)	pEducator
ec0401b	Persistence and ability to concentrate (e.g. remaining occupied with smth. ...)	pEducator
ec0401c	Written language skills (e.g. ability to understand and write texts)	pEducator
ec0401d	Language skills (e.g. vocabulary, sentence construction)	pEducator
ec0401e	Scientific skills (e.g. knowledge of animals, plants and the environment)	pEducator
ec0401f	Mathematical skills (e.g. with numbers and quantities)	pEducator

3.2 Panel Interviewees: teacher questionnaire (ID 230)

5 How many students in your class have a migration background, i.e. were born abroad or have at least one parent that was born abroad?

Please enter "0" if there are no students in your class with a migration background. Please enter the figures aligned to the right.

|_|_|_| Students with migration background

Range: 0 - 99

Variables

e451000_R	Class: Amount of students with migration background	pEducator
e451000_D	Class: Number of students with a migration background (in %)	pEducator

6 If you do not know the exact amount: What is the approximate amount of students with a migration background in your class?

Please only check one answer.

None [1]	Almost none [2]	Less than half [3]	Approximately half [4]	More than half [5]	Almost all [6]	All [7]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Not specified [0]	Specified [1]
Does not apply because I am unsure about the amount stated in question 5.	<input type="checkbox"/>

Variables

e451010	Class: number of students with a migration background (approximately)	pEducator
---------	---	-----------

7 How many students in your class come from families from a ...

Please enter "0" if there are no students in your class from the respective social class. Please enter the figures aligned to the right.

... rather lower social class? |__|__| Students

Range: 0 - 99

... rather middle social class? |__|__| Students

Range: 0 - 99

... rather higher social class? |__|__| Students

Range: 0 - 99

Variables

e79201a_D	Students: Percentage from lower social class	pEducator
e79201a_R	Class: proportion class affiliation - low class	pEducator
e79201b_R	Class: proportion class affiliation - middle class	pEducator
e79201b_D	Students: Percentage from middle social class	pEducator
e79201c_D	Students: Percentage from higher social class	pEducator
e79201c_R	Class: proportion class affiliation - upper class	pEducator

8 How many students in your class have at least one parent with a higher education degree?

Please enter "0" if no students in your class have a parent with a higher education degree. Please enter the figures aligned to the right.

Students with at least one parent with a higher education degree |__|__|

Range: 0 - 99

Variables

e79202a_R	Class: proportion of parents with a higher education degree	pEducator
e79202a_D	Percentage of students where at least one parent has graduated from college	pEducator

3.2 Panel Interviewees: teacher questionnaire (ID 230)

9 How would you assess the class overall with regard to the following aspects?					
Please check one box in each line.					
a)	Disinterested [1]	[2]	[3]	[4]	Interested [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Undisciplined [1]	[2]	[3]	[4]	Disciplined [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Performance levels are homogeneous [1]	[2]	[3]	[4]	Performance levels are heterogeneous [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Not autonomous [1]	[2]	[3]	[4]	Autonomous [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Lacking concentration [1]	[2]	[3]	[4]	Concentrated [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Less focused on performance [1]	[2]	[3]	[4]	Very focused on performance [5]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22740a	Class: Teacher assessment: Interest	pEducator
e22740b	Class: Teacher assessment: Discipline	pEducator
e22740c	Class: Teacher assessment: Homogeneity (in terms of performance)	pEducator
e22740d	Class: Teacher assessment: Student autonomy	pEducator
e22740e	Class: Teacher assessment: Concentration	pEducator
e22740f	Class: Teacher assessment: Focus on performance	pEducator

10 How big is the classroom where your class receives the majority of its instruction?	
Please enter the figures aligned to the right.	
_ _ _ square meters	
Range: 0 - 999	

Variables		
e229400_D	Class: Facilities: Classroom size (aggregated)	pEducator
e229400_R	Class: Set-up: Classroom size	pEducator

11 How would you assess the quality or condition of the following aspects of your classroom?

Please check one box in each line.

	Poor [1]	Rather poor [2]	Rather good [3]	Good [4]
a) Brightness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Functionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Structural condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Acoustics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22940a	Class: Classroom condition, brightness	pEducator
e22940b	Class: Classroom condition, size	pEducator
e22940c	Class: Classroom condition, functionality	pEducator
e22940d	Class: Classroom condition, structural integrity	pEducator
e22940e	Class: Classroom condition, acoustics	pEducator

QUESTIONS ABOUT TEACHING AND LEARNING

In the following, we are interested in your assessment of the following aspects of school work, teaching and learning.

3.2 Panel Interviewees: teacher questionnaire (ID 230)

12	How many lessons per week are planned in grade 3 for the following subjects? Which of these subjects do you teach yourself in this class?	
<i>Please enter numbers aligned to the right. Please check where applicable.</i>		
Number of lessons per subject	__ __	German
Range: 0 - 99		
	Yes [1]	No [2]
[Taught by me in this class]	<input type="checkbox"/>	<input type="checkbox"/>
Number of lessons per subject	__ __	Math
Range: 0 - 99		
	Yes [1]	No [2]
[Taught by me in this class]	<input type="checkbox"/>	<input type="checkbox"/>
Number of lessons per subject	__ __	General knowledge/local history and geography
Range: 0 - 99		
	Yes [1]	No [2]
[Taught by me in this class]	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ec0150a_D	Number of lessons per week: German/literacy (aggregated)	pEducator
ec0150a_R	Number of lessons hours per week: German/literacy	pEducator
ec0150b	Taught by me in this class	pEducator
ec0151a_D	Number of lessons per week: Math (aggregated)	pEducator
ec0151a_R	Number of lessons per week: Math	pEducator
ec0151b	Taught by me in this class	pEducator
ec0152a_R	Number of lessons per week: General knowledge/local history and geography [subject taught in elementary schools]	pEducator
ec0152a_D	Number of lessons per week: General knowledge/local history and geography (aggregated)	pEducator
ec0152b	Taught by me in this class	pEducator

13 How often do keep yourself informed in this class about the learning and performance level of children using the following methods?

Please check one box in each line.

	Never [1]	Once or twice per school year [2]	Every few months [3]	Every two to four weeks [4]	Once per week [5]	(Almost) every lesson [6]
a) Observation of oral participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Informal tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The same tests for all classes and learning groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Diagnostic tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Externally developed standardized tests (comparative class tests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
ec0160a	Observation of oral participation	pEducator
ec0160b	Informal tests	pEducator
ec0160c	The same tests for all classes and learning groups	pEducator
ec0160d	Diagnostic tests	pEducator
ec0160e	Externally developed standardized tests (comparative class tests)	pEducator

3.2 Panel Interviewees: teacher questionnaire (ID 230)

14 Firstly, please tell us your personal opinion with regard to teaching and learning.				
Please check one box in each line.				
	Completely disagree [1]	Rather disagree [2]	Rather agree [3]	Completely agree [4]
a) It is better if the teacher - and not the students - decides what needs to be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My role as a teacher is to make it easier for the students to investigate and explore things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students will learn best when they try to find solutions to problems independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Classes should be based on problems with clear-cut and correct answers as well as on concepts that are quickly understood by the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The question of how much students will learn depends on their background knowledge - therefore the teaching of facts is vital.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Students should be given the option of thinking about solutions themselves before the teacher shows them how to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) A quiet classroom is absolutely necessary for effective learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Thinking and reasoning processes are more important than specific content of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22680a	Teacher: Opinion: Make decisions	pEducator
e22680b	Teacher: Opinion: Role of teacher with regard to investigating and exploring	pEducator
e22680c	Teacher: Opinion: Learning through independent problem-solving	pEducator
e22680d	Teacher: Opinion: Lessons with clear answers	pEducator
e22680e	Teacher: Opinion: Teaching of facts	pEducator
e22680f	Teacher: Opinion: Possibility of independent problem-solving	pEducator
e22680g	Teacher: Opinion: Quiet classroom	pEducator
e22680h	Teacher: Opinion: Thinking and reasoning processes	pEducator

15 What percentage of time do students spend in a typical school week doing the following activities in class?

The total should add up to 100%. Please enter the figures aligned to the right.

a) Discussing homework |__|__|__|

Range: 0 - 100

b) Following your lecture |__|__|__|

Range: 0 - 100

c) Doing tasks/exercises with your assistance |__|__|__|

Range: 0 - 100

d) Doing tasks/exercises without your assistance |__|__|__|

Range: 0 - 100

e) Doing teacher-supported repetitive drills and exercises |__|__|__|

Range: 0 - 100

f) Taking tests, quizzes, or playing guessing games |__|__|__|

Range: 0 - 100

g) Classroom management activities that have nothing to do with the teaching content or goals (e.g. interruptions and maintaining order) |__|__|__|

Range: 0 - 100

h) Other student activities |__|__|__|

Range: 0 - 100

Variables

e538001	Time spent each week - homework	pEducator
e538002	Time spent each week - lecture teacher	pEducator
e538003	Time spent each week - tasks/exercises with assistance	pEducator
e538004	Time spent each week - tasks/exercises without assistance	pEducator
e538005	Time spent each week - repetitive drills and exercises	pEducator
e538006	Time spent each week - tests, quizzes or guessing games	pEducator
e538007	Time spent each week - classroom management	pEducator
e538008	Time spent each week - other student activities	pEducator

3.2 Panel Interviewees: teacher questionnaire (ID 230)

16 How important do you consider the following aspects of the teaching profession for organizing your work in class?				
Please check one box in each row.				
	Very unimportant [1]	Rather unimportant [2]	Rather important [3]	Very important [4]
a) A good relationship with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Methodologically and didactically appropriate lesson planning and teaching of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Focus on objective criteria for student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Considering the personal situation when assessing students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Order and discipline in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Being informed about students' personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Knowledge of students' family background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Imparting comprehensive expert knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Concentration on tasks listed in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) a fundamental assessment of my lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Awakening interest in the course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Increasing joy in learning and performing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22682a	Teacher: Professional aspect: Relationship with students	pEducator
e22682b	Teacher: Professional aspect: Planning lessons/imparting knowledge	pEducator
e22682c	Teacher: Professional aspect: Objective assessment criteria	pEducator
e22682d	Importance in teaching profession: Considering the personal situation	pEducator
e22682e	Importance in teaching profession: order and discipline	pEducator
e22682f	Importance in teaching profession: Informed about personal problems of students	pEducator
e22682g	Importance in teaching profession: Knowing the family background	pEducator
e22682h	Teacher: Professional aspect: Imparting expert knowledge	pEducator
e22682i	Importance in teaching profession: Focusing on tasks prescribed by syllabus	pEducator
e22682j	Importance in teaching profession: Assessment of my class	pEducator
e22682k	Importance in teaching profession: Create interest in subject matter	pEducator
e22682l	Importance in teaching profession: Enjoyment in learning, willingness to perform	pEducator

17 To what extent do the following statements apply to your teaching?*Please check a box on each line.*

	Does not apply [1]	Does not really apply [2]	Applies to some extent [3]	Does apply [4]
a) I give students assignments of different levels of difficulty based on their abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I quickly notice when a student is having trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Everyone in my class knows the "rules of the game."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In my classes, the types of tasks are repeated to solidify what my students have learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I discuss general and current topics with my students even if puts my lesson plan behind schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I see it as my job in the classroom to present and teach proven concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I summarize the material so that my students will remember it better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I often ask students to justify their answers with arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) There's a friendly, trusting relationship between me and my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I think absolute quiet in the classroom is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) In my class, the students should find out for themselves why something is wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) I like to give the faster students extra tasks to challenge them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

3.2 Panel Interviewees: teacher questionnaire (ID 230)

e22540a	Faculty: teaching: differentiated assignments	pEducator
e22440b	Faculty: teaching: quickly noticing trouble	pEducator
e22340c	Faculty: teaching: knowing the rules	pEducator
e22540d	Faculty: teaching: repeating assignments	pEducator
e22540e	Faculty: teaching: discuss general topics	pEducator
e22540f	Faculty: teaching: teach proven concepts	pEducator
e22340g	Faculty: teaching: summarize material	pEducator
e22540h	Faculty: teaching: asking for justifications	pEducator
e22440i	Faculty: teaching: friendly relationship	pEducator
e22340j	Faculty: teaching: quiet classes	pEducator
e22540k	Faculty: teaching: identifying mistakes	pEducator
e22540l	Faculty: teaching: extra tasks for faster students	pEducator

QUESTIONS ABOUT THE FACULTY'S READINESS TO INNOVATE AND COOPERATE

18 To what extent do the following statements about collegial cooperation and the organization of work apply to your workplace?

Please check a box on each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) We collaborate on an interdisciplinary level with a focus on joint themes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Work rooms with adequate equipment are available for team work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Our schedules outside of instruction are well coordinated for collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) We have good subject-area collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The coordination of instruction between grade levels is well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The coordination of instruction within individual grade levels is well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Self- and peer evaluations are a part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Visiting each other's classes are an obvious part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Coordinating homework is an obvious part of our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22203a	Faculty: attitude toward collegial cooperation: interdisciplinary themes	pEducator
e22203b	Faculty: attitude toward collegial cooperation: team work equipment	pEducator
e22203c	Faculty: attitude toward collegial cooperation: coordinated schedules	pEducator
e22203d	Faculty: attitude toward collegial cooperation: subject-area collaboration	pEducator
e22203e	Faculty: Attitude toward collegial cooperation: Coordination between grades	pEducator
e22203f	Faculty: Attitude toward collegial cooperation: Coordination within grade level	pEducator
e22203g	Faculty: attitude toward collegial cooperation: evaluations	pEducator
e22203h	Faculty: attitude toward collegial cooperation: classroom visits	pEducator
e22203i	Faculty: attitude toward collegial cooperation: homework coordination	pEducator

3.2 Panel Interviewees: teacher questionnaire (ID 230)

19 How often do you discuss the following topics and issues with other teachers?						
Please only check one box in each row.						
	Never [1]	Once a year or less frequently [2]	Two to four times a year [3]	Five to ten times a year [4]	One to three times a month [5]	Once a week or more frequently [6]
a) Exchange of classroom experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sharing new teaching ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student reactions to a specific instructional unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Coordinating homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Students' behavior in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Finding teaching material and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Learning needs of individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Personal dissatisfaction/issues with work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Homework arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22204a	Teacher: Cooperation faculty: Exchange of classroom experience	pEducator
e22204b	Teacher: Cooperation faculty: Sharing new teaching ideas	pEducator
e22204c	Teacher: Cooperation faculty: Students' reactions	pEducator
e22204d	Teacher: Cooperation faculty: Coordinating homework	pEducator
e22204e	Teacher: Cooperation faculty: Student behavior in class	pEducator
e22204f	Teacher: Cooperation faculty: Finding teaching material and resources	pEducator
e22204g	Teacher: Cooperation faculty: Students' learning needs	pEducator
e22204h	Teacher: Cooperation faculty: Dissatisfaction/issues with work	pEducator
e22204i	Teacher: Cooperation faculty: Homework arrangement	pEducator

20 Please indicate the extent to which the following statements apply to your school.

Please check a box on each line.

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) There are groups within the faculty who have little to do with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When we have faculty meetings, most people present participate actively in the discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There are clear opinion leaders among the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) We are allowed sufficient say in setting the class schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) When setting the schedule, opportunities for team work are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Faculty collaboration is almost exclusively by subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The results of these task forces are regularly shared with the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22205a	Faculty: attitude towards collaboration: different groups	pEducator
e22205b	Faculty: attitude towards collaboration: participation in meetings	pEducator
e22205c	Faculty: attitude towards collaboration: opinion leaders	pEducator
e22205d	Faculty: attitude towards collaboration: setting schedules	pEducator
e22205e	Faculty: attitude towards collaboration: teamwork in schedule	pEducator
e22205f	Faculty: Attitude towards collaboration: Collaboration by subject area	pEducator
e22205g	Faculty: Attitude towards collaboration: Sharing task force results	pEducator

3.2 Panel Interviewees: teacher questionnaire (ID 230)

21 Please indicate the extent to which the following statements apply to the teachers at your school.				
Please check a box on each line.				
	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) There are mostly major objections to making changes at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Our faculty is quite prepared to evaluate our teaching methods based on the results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Most teachers in our school are open to new teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Most teachers in our school are not prepared to learn something new for use in their teaching and change how they teach their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The faculty at our school is constantly working on developing the school's own pedagogical concept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Our school is actively trying to grow and develop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables				
e22206a	Faculty: opinion of colleagues: objections to change			pEducator
e22206b	Faculty: opinion of colleagues: readiness to evaluate teaching methods			pEducator
e22206c	Faculty: opinion of colleagues: openness to new teaching methods			pEducator
e22206d	Faculty: opinion of colleagues: lack of readiness to learn new things			pEducator
e22206e	Faculty: opinion of colleagues: effort to define school's own pedagogical concept			pEducator
e22206f	Faculty: opinion of colleagues: renewal and development			pEducator

QUESTIONS ABOUT PARENT PARTICIPATION

22 Please indicate the extent to which these statements apply to you.*Please check a box on each line.*

	Does not apply at all [1]	Does not really apply [2]	Applies to some extent [3]	Applies completely [4]
a) I like working with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I consider parents as partners in educating and raising their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I keep my students' parents updated on a regular basis about what's going on at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I follow up on parent complaints/concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I tell parents about the strengths and weaknesses of their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I tell parents about the learning progress of their children on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Parents can make an appointment to see me at the school to discuss their children's issues at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Parents can talk to me about their children's issues at school even outside of school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22684a	Faculty: Working with parents: Fun	pEducator
e22684b	Faculty: Working with parents: Parents as partners	pEducator
e22684c	Faculty: Working with parents: Info about school events	pEducator
e22684d	Faculty: Working with parents: Follow up on complaints	pEducator
e22684e	Faculty: Working with parents: Info about strengths/weaknesses	pEducator
e22684f	Faculty: Working with parents: Info about learning progress	pEducator
e22684g	Faculty: Working with parents: Appointments	pEducator
e22684h	Faculty: Working with parents: Speaking outside of school	pEducator

23 What do you think: How much parental support do third-graders from the following groups receive at home in total compared to third-graders from Germany in its entirety? By parental support we mean, e.g., homework tutoring.*Making your cross further to the left indicates that less parental support is received by children according to your assessment; making your cross further to the right indicates more parental support. Please only check one box in each row.*

	Far below average 0 [0]	[1]	[2]	[3]	[4]	5 [5]	[6]	[7]	[8]	[9]	Far above average 10 [10]
a) Children from lower social classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Children from middle social classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Panel Interviewees: teacher questionnaire (ID 230)

c) Children from higher social classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] d) Girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] e) Boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] f) Children with a migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] g) Children with a Turkish migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] h) Children with a Russian migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[[And how much parental support do third graders from the following groups receive at home in total compared to third-graders from Germany in its entirety?] i) Children with no migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e31603a	Teacher opinion support: Lower social class	pEducator
e31603b	Teacher opinion support: Middle social class	pEducator
e31603c	Teacher opinion support: High social class	pEducator
e31603d	Teacher opinion support: Girls	pEducator
e31603e	Teacher opinion support: Boys	pEducator
e31603f	Teacher opinion support: Migration background	pEducator
e31603g	Teacher opinion support: Turkish migration background	pEducator
e31603h	Teacher opinion support: Russian migration background	pEducator
e31603i	Teacher opinion support: No migration background	pEducator

24 **And what do you think: How motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety? By childish motivation we mean the actual joy in learning of the children as well as their general thirst for knowledge and engagement in learning.**

Making your cross further to the left indicates that the children are less motivated according to your assessment; making your cross further to the right indicates that the children are more motivated. Please only check one box in each row.

	Far below average 0 [0]	[1]	[2]	[3]	[4]	5 [5]	[6]	[7]	[8]	[9]	Far above average 10 [10]
a) Children from lower social classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Children from middle social classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Children from higher social classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] d) Girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] e) Boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] f) Children with a migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] g) Children with a Turkish migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] h) Children with a Russian migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[And how motivated are third-graders from the following groups in total compared to third-graders from Germany in its entirety?] i) Children with no migration background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

e31604a	Teacher opinion motivation: Lower social class	pEducator
e31604b	Teacher opinion motivation: Middle social class	pEducator
e31604c	Teacher opinion motivation: High social class	pEducator
e31604d	Teacher opinion motivation: Girls	pEducator
e31604e	Teacher opinion motivation: Boys	pEducator
e31604f	Teacher opinion motivation: Migration background	pEducator
e31604g	Teacher opinion motivation: Turkish migration background	pEducator
e31604h	Teacher opinion motivation: Russian migration background	pEducator
e31604i	Teacher opinion motivation: With no migration background	pEducator

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To what extent do the following statements apply to you personally?

Please check one box in each row.

3.2 Panel Interviewees: teacher questionnaire (ID 230)

	completely disagree [1]	rather disagree [2]	half and half [3]	rather agree [4]	completely agree [5]
a) My work should always be beyond reproach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I prefer checking my work three times rather than handing it in incorrect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My aim is to make absolutely no mistakes in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Whatever I do, it must be perfect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) It is extremely important to me that, when assessing my students, the results are based on their performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) When assessing my students, I tend to give them a lower grade if I am uncertain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I often feel exhausted at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) In general, I feel that my workload is too heavy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I would prefer to do something that doesn't require too much thought than something that is sure to challenge my mental ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I find little satisfaction in thinking long and hard about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) I like it when my life is full of tricky problems that I have to solve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) I don't like unpredictable situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) I prefer activities during which it is always clear what has to be done and how it has to be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) I prefer things that I'm familiar with to things that I don't know and can't predict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

e31610a	Work beyond reproach	pEducator
e31610b	Prefer to check work	pEducator
e31610c	Aim to make no mistakes	pEducator
e31610d	Act perfect	pEducator
e31610e	Performance-based assessment of students	pEducator
e31610f	Lower graded students	pEducator
e31610g	Exhaustion	pEducator
e31610h	Work overload	pEducator
e31611a	Need for cognition - mental ability	pEducator
e31611b	Need for cognition - satisfaction thinking	pEducator
e31611c	Need for cognition - solve tricky problems	pEducator
e31612a	Need for cognitive closure - unpredictable situations	pEducator
e31612b	Need for cognitive closure - clear activities	pEducator
e31612c	Need for cognitive closure - familiar things	pEducator

26 To what extent do you agree with the following statements?					
Please check one box in each row.					
	completely disagree [1]	rather disagree [2]	half and half [3]	rather agree [4]	completely agree [5]
a) I'm in favor of more economic equality among people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I'm in favor of more social equality among people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I support equality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) All people should be treated equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) It is important that we treat other countries equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e31613a	Social dominance orientation - economic equality	pEducator
e31613b	Social dominance orientation - social equality	pEducator
e31613c	Social dominance orientation - support equality	pEducator
e31613d	Social dominance orientation - treat people equally	pEducator
e31613e	Social dominance orientation - treat other countries equally	pEducator

QUESTIONS ABOUT CONTINUING PROFESSIONAL EDUCATION

We would like to ask you some more questions about different aspects of continuing professional education.

3.2 Panel Interviewees: teacher questionnaire (ID 230)

27 Please state your own need for advanced training in the following areas.				
Please check one box in each line.				
	No need at all [1]	Minor need [2]	Average need [3]	High need [4]
a) Educational standards in your subject field(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Conduction of classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Expert knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ability to work with computers and the Internet for teaching purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching of students with special learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Handling disciplinary and behavioral problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) School board and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Teaching in a multicultural environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Counseling for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Integrative teaching (individualization and differentiation in inclusive educational opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22280a	Teacher: Advanced training: Own needs: Educational standards	pEducator
e22280b	Teacher: Advanced training: Own needs: Assessment methods	pEducator
e22280c	Teacher: Advanced training: Own needs: Conducting classes	pEducator
e22280d	Teacher: Advanced training: Own needs: Expert knowledge	pEducator
e22280e	Teacher: Advanced training: Own needs: Computer and internet abilities teaching	pEducator
e22280f	Teacher: Advanced training: Own needs: Teaching students special learning needs	pEducator
e22280g	Teacher: Advanced training: Own needs: Handling disciplinary behavioral problems	pEducator
e22280h	Teacher: Advanced training: Own needs: School board and administration	pEducator
e22280i	Teacher: Advanced training: Own needs: Teaching in a multicultural environment	pEducator
e22280j	Teacher: Advanced training: Own needs: Counseling for students	pEducator
e22280k	Teacher: Advanced training: Own needs: Integrative teaching	pEducator

28 Have you participated in the following training activities during the past 12 months?		
Please only state activities that have taken place after your initial teacher training. Please check a box in each line.		
	Yes [1]	No [2]
a) Courses/workshops (e.g. on teaching subjects, methods and/or other education-related topics)	<input type="checkbox"/>	<input type="checkbox"/>
b) Educational conferences or seminars (during which teachers and/or researchers present research results and discuss education-related issues)	<input type="checkbox"/>	<input type="checkbox"/>
c) Qualification programs (e.g. higher education courses)	<input type="checkbox"/>	<input type="checkbox"/>
d) Sitting in on classes at other schools	<input type="checkbox"/>	<input type="checkbox"/>
e) Participation in a working group specially designed for the professional development of teachers (e.g. projects, model tests)	<input type="checkbox"/>	<input type="checkbox"/>
f) Individual or joint research work on a topic which is of professional interest to you as a teacher	<input type="checkbox"/>	<input type="checkbox"/>
g) Mentor programs "Peer Observation" and/or training programs (as part of a formal school agreement)	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e22281a	Teacher: Further education: Courses/workshop	pEducator
e22281b	Teacher: Further education: Educational conferences or seminars	pEducator
e22281c	Teacher: Further education: Qualification programs	pEducator
e22281d	Teacher: Further education: Sitting in on classes at other schools	pEducator
e22281e	Teacher: Further edu: Participation in working grp for profess developm	pEducator
e22281f	Teacher: Further education: Research work	pEducator
e22281g	Teacher: Further education: Mentor programs and/or training programs	pEducator

3.2 Panel Interviewees: teacher questionnaire (ID 230)

29 How many days in the past 12 months have you spent in continuing professional education?

Please enter the figures aligned to the right.

|_|_|_| Days

Range: 0 - 365

	Not specified [0]	Specified [1]
No participation in further training in the past 12 months	<input type="checkbox"/>	<input type="checkbox"/>

(open statement): Please continue with the next question. "no participation in continuing education measures in the last 12 months": Please continue with question 33.

Variables

e22282a	Faculty: Further training: Days of participation	pEducator
e22282b	Faculty: Further training: No participation	pEducator

30 How were the training programs funded during the past 12 months?

Please check only one box.

The further education costs were taken over completely. [1] ☐

I paid a portion of the further education costs. [2] ☐

I paid the entire amount of the further education costs. [3] ☐

Variables

e222821	Faculty: Further training: Costs	pEducator
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31 Were given leave from teaching in order to attend these further education programs during the past 12 months?

Please check where applicable.

Yes [1] ☐

No [2] ☐

Variables

e222822	Faculty: Further training: Given leave from teaching	pEducator
---------	--	-----------

32 Would you like to have completed more advanced training programs in the past 12 months?

Please check where applicable.

Yes [1] ☐

No [2] ☐

Variables

e222823	Teacher: Further education: Prefer more further education programs	pEducator
---------	--	-----------

QUESTIONS ABOUT YOURSELF
33 When were you born?

Please enter the figures aligned to the right.

|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,900 - 2,020

Variables

e76212m_O	Month of birth	pEducator
e76212y_R	Year of birth	pEducator
e76212y_D	Year of birth (categorized)	pEducator

34 Are you male or female?

Please check where applicable.

Male [1] ☐


Female [2] ☐

Variables

e762110	Gender	pEducator
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3.2 Panel Interviewees: teacher questionnaire (ID 230)

35	Do you have a migration background, i.e. were you or one of your parents born abroad?	
<i>Please check where applicable.</i>		
Yes, I was born abroad. [1]	<input type="checkbox"/>	
Yes, I was born in Germany, but at least one parent was born abroad. [2]	<input type="checkbox"/>	
No. [3]	<input type="checkbox"/>	
Variables		
e400000	Migration background of teacher	pEducator

37	Now to your mother tongue: what languages have you learned in your family as a child?	
<i>If you have learned more than one language in your family, you may check more than one box.</i>		
	Not specified [0]	Specified [1]
German	<input type="checkbox"/>	<input type="checkbox"/>
Arabic	<input type="checkbox"/>	<input type="checkbox"/>
Bosnian	<input type="checkbox"/>	<input type="checkbox"/>
Greek	<input type="checkbox"/>	<input type="checkbox"/>
Italian	<input type="checkbox"/>	<input type="checkbox"/>
Croatian	<input type="checkbox"/>	<input type="checkbox"/>
Kurdish	<input type="checkbox"/>	<input type="checkbox"/>
Polish	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>
Serbian	<input type="checkbox"/>	<input type="checkbox"/>
Turkish	<input type="checkbox"/>	<input type="checkbox"/>
Another language, namely:	<input type="checkbox"/>	<input type="checkbox"/>
(Please fill out in block capitals.) 		

Variables		
e41100a_g5D	Mother tongue (response 4, aggregated)	pEducator
e41100a_g5R	Mother tongue (response 4, ISO 639.2)	pEducator
e41100a_g4D	Mother tongue (response 3, aggregated)	pEducator
e41100a_g4R	Mother tongue (response 3, ISO 639.2)	pEducator
e41100a_g3D	Mother tongue (response 2, aggregated)	pEducator
e41100a_g3R	Mother tongue (response 2, ISO 639.2)	pEducator
e41100a_g2D	Mother tongue (response 1, aggregiert)	pEducator
e41100a_g2R	Mother tongue (response 1, ISO 639.2)	pEducator
e41100a_g1	Mother tongue (number of responses)	pEducator

38 If you've learned a language other than German as a child in your family: How well do you still speak this language today?

If you have learned several other languages than German as a child in your family, please only think of the language you speak best. Please check where applicable.

Very poor [2] ☐

Rather poor [3] ☐

Rather good [4] ☐

Very well [5] ☐

Not at all [1] ☐

Variables

e410200	Subjective linguistic competence L1 teacher - speaking	pEducator
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39 And how often do you use this language ...

Please only check one box in each row.

	Never [1]	Seldom [2]	Sometimes [3]	Often [4]	Always [5]
a) ... with your students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... with your students' parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

e412600	Use of first language - teacher with students	pEducator
e412610	Use of first language - teacher with parents of students	pEducator

If you participated in the NEPS-survey in the previous year, please skip the following section and continue with the student assessment beginning on page 31. If you are participating in the NEPS-survey for the first time, we would kindly ask you to answer some questions regarding your choice of profession and education on the next pages.

Thank you for your support!

3.3 assessment sheet (ID 324)

Notes on how to complete the following part of the questionnaire Dear teacher, You see the children every day in school. In order to obtain a more comprehensive picture of the children, we would now like you to give us some information on the children participating in the survey. The questionnaire is only three pages long per child. In order to comply with data protection regulations, on the following pages of this questionnaire you will find only the identification number of the respective child. For the children whose parents have given their consent, the person carrying out the test has attached a small adhesive label bearing the name of the child to the relevant pages of the questionnaire so that you know for which child you should complete a questionnaire. Please remove the adhesive label bearing the student's name after you have completed the questionnaire and before you hand it back! Thank you for your support!

3 Teachers, PAPI

Notes on how to complete the following part of the questionnaire Dear teacher, You see the children every day in school. In order to obtain a more comprehensive picture of the children, we would now like you to give us some information on the children participating in the survey. The questionnaire is only three pages long per child. In order to comply with data protection regulations, on the following pages of this questionnaire you will find only the identification number of the respective child. For the children whose parents have given their consent, the person carrying out the test has attached a small adhesive label bearing the name of the child to the relevant pages of the questionnaire so that you know for which child you should complete a questionnaire. Please remove the adhesive label bearing the student's name after you have completed the questionnaire and before you hand it back! Thank you for your support!

1 Please assess the following abilities and skills. Compare the child's abilities and skills with those of other children of the same age.

Please check one box in each row.

	[compared to other children of the same age] much worse [1]	[compared to other children of the same age] slightly worse [2]	[compared to other children of the same age] equally as good [3]	[compared to other children of the same age] slightly better [4]	[compared to other children of the same age] much better [5]
a) Social skills (e.g. sharing with others, following rules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Persistence and ability to concentrate (e.g. to remain occupied with something for a longer period of time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Written language abilities (e.g. ability to understand and write texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Language skills (e.g. vocabulary, sentence construction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Scientific abilities (e.g. knowledge of animals, plants and the environment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Mathematical skills (e.g. working with numbers and amounts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
eb01010	Assessment of skills: Social skills	pTarget
eb01020	Assessment of skills: Persistence and ability to concentrate	pTarget
ec01031	Assessment of skills: Written language skills	pTarget
eb01030	Assessment of skills: Language skills	pTarget
eb01040	Assessment of skills: Knowledge of nature and the environment	pTarget
eb01050	Assessment of skills: Mathematical skills	pTarget

2 In your opinion, which school-leaving qualification would this child be most likely to obtain from today's perspective ?

Even if you are unable to make any reliable predictions as to a child's future school career at this stage , sometimes you have an idea about what they might be able to achieve one day. Please check one answer only.

Leaving certificate of the Hauptschule [1]	<input type="checkbox"/>
Leaving certificate of the Realschule [2]	<input type="checkbox"/>
General higher education entrance qualification (Abitur [university entrance qualification]) or Fachhochschulreife [entrance qualification for universities of applied sciences] [3]	<input type="checkbox"/>
I have absolutely no idea about this child. [4]	<input type="checkbox"/>

Variables		
e66602a	School-leaving qualification likely to be obtained	pTarget

3 From today's perspective, what school type would you recommend for this child?		
Please only check one answer.		
Hauptschule [basic secondary school] [1]		<input type="checkbox"/>
Realschule [intermediate secondary school] [2]		<input type="checkbox"/>
Gymnasium [upper secondary school] [3]		<input type="checkbox"/>
School with several courses of education (e.g. comprehensive school, Mittelschule [type of school in Saxony offering basic and intermediate secondary education], district school, Regionalschule [type of school in Schleswig-Holstein offering basic and intermediate secondary education], etc.) [4]		<input type="checkbox"/>
Special school [5]		<input type="checkbox"/>
Variables		
e66600a	School type likely to be recommended	pTarget

3.3 assessment sheet (ID 324)

4 Please assess the behavior of this child based on the past three months. How well do the following descriptions apply to the child?

Please check one box in each row.

	Not applicable [1]	Partially applicable [2]	Clearly applicable [3]
a) Considerate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Gladly shares things with other children (candy, toys, colored pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Loner; plays alone most of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Willing to help when others are injured, sick or sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Generally popular with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Is teased or harassed by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Often helps others voluntarily (parents, teachers, or other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

e67801a	Considerate	pTarget
e67801a_g1	SDQ-scale: prosocial behavior	pTarget
e67801b	Likes to share	pTarget
e67801c	Loner	pTarget
e67801c_g1	SDQ-scale: problem behavior	pTarget
e67801d	Willing to help	pTarget
e67801e	Has friends	pTarget
e67801f	Popular	pTarget
e67801g	Kind to younger children	pTarget
e67801h	Is teased	pTarget
e67801i	Helps others voluntarily	pTarget
e67801j	Gets on better with adults than with other children	pTarget

5 Compare the child to his or her same-age peers. The child...

The farther left you place your X, the more the characteristic to the left applies. The farther right your X is, the more the right-hand characteristic will apply. Please make sure every line has a box with an X in it.

[illegible]

b)	...is disorganized [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	...is organized [10]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	...is even-tempered [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	...is irritable [10]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	...is uninterested [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	...is hungry for knowledge [10]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	...is self-confident [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	...is insecure [10]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	...is reserved [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	...is gregarious [10]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	...is focused [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	...is easily distracted [10]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	...is defiant [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	...is docile [10]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	...grasps things quickly [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	...needs more time [10]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	...is anxious [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	...is equable [10]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variables											

3.3 assessment sheet (ID 324)

e66800e_g1	Big Five: neuroticism	pTarget
e66800d_g1	Big Five: openness/intellect	pTarget
e66800c_g1	Big Five: agreeableness	pTarget
e66800b_g1	Big Five: conscientiousness	pTarget
e66800a_g1	Big Five: extraversion	pTarget
e66800a	Big Five (educator): communicative/quiet	pTarget
e66800b	Big Five (educator): disorganized/organized	pTarget
e66800c	Big Five (educator): even-tempered/irritable	pTarget
e66800d	Big Five (educator): uninterested/hungry for knowledge	pTarget
e66800e	Big Five (educator): self-confident/insecure	pTarget
e66800f	Big Five (educator): reserved/gregarious	pTarget
e66800g	Big Five (educator): focused/easily distracted	pTarget
e66800h	Big Five (educator): defiant/docile	pTarget
e66800i	Big Five (educator): grasps things quickly/needs more time	pTarget
e66800j	Big Five (educator): anxious/equable	pTarget

6 How good is the child at German for his/her age?					
Please check one box in each row.					
	Very poor [2]	Rather poor [3]	Rather good [4]	Very well [5]	Not at all [1]
a) Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
e41030a	Assessment German competency - understanding	pTarget
e41030b	Assessment German competency - speaking	pTarget

4

School principals, PAPI (ID 231)

Brief notes on completing the questionnaire • In order to achieve as high a level of accuracy as possible for scanner-assisted data capture, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes. • If you want to change your answer to a question, cross out the box with the answer which is no longer relevant and check the correct box with an 'x'. • You may also skip individual questions that you do not want to or are unable to answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, numerical values should be specified. If these are not available to you, please estimate as accurately as possible. • Some questions pertain to characteristics of the 3rd grade. In some schools, students are taught in classes with mixed grades. In this case, the answers should be relevant to the entire class. Otherwise, the respective reference group is explicitly stated. • After you have completed the questionnaire, please hand it in to the school coordinator appointed in your school in the enclosed envelope who will then forward this unopened to the IEA DPC in Hamburg. Or you can send it to the IEA DPC directly (without including a return address). Your information will therefore not be made available to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing the data. This includes information on your origin and mother tongue. You declare this consent by filling out and handing in the questionnaire. In regard to this, please take note of the provided data privacy statement appended to this cover letter. Thank you for your support!

Brief notes on completing the questionnaire • In order to achieve as high a level of accuracy as possible for scanner-assisted data capture, please use a black pen to complete the questionnaire and always enter numbers right-aligned in the specified boxes. • If you want to change your answer to a question, cross out the box with the answer which is no longer relevant and check the correct box with an 'x'. • You may also skip individual questions that you do not want to or are unable to answer. • For legal data protection reasons, we would like to explicitly point out that no personal information about third parties (such as names of students or other teachers) may be stated in this questionnaire. • For some questions, numerical values should be specified. If these are not available to you, please estimate as accurately as possible. • Some questions pertain to characteristics of the 3rd grade. In some schools, students are taught in classes with mixed grades. In this case, the answers should be relevant to the entire class. Otherwise, the respective reference group is explicitly stated. • After you have completed the questionnaire, please hand it in to the school coordinator appointed in your school in the enclosed envelope who will then forward this unopened to the IEA DPC in Hamburg. Or you can send it to the IEA DPC directly (without including a return address). Your information will therefore not be made available to unauthorized third parties or members of your school. • The law requires us to have your consent before collecting and processing the data. This includes information on your origin and mother tongue. You declare this consent by filling out and handing in the questionnaire. In regard to this, please take note of the provided data privacy statement appended to this cover letter. Thank you for your support!

GENERAL QUESTIONS ABOUT THE SCHOOL

First of all, we would like to ask you some general questions about your school and its profile.

1 Is your school a ...		
Please checkk all applicable answers.		
	Not specified [0]	Specified [1]
... half-day school?	<input type="checkbox"/>	<input type="checkbox"/>
... half-day school with an afternoon option?	<input type="checkbox"/>	<input type="checkbox"/>
... non-mandatory all-day school?	<input type="checkbox"/>	<input type="checkbox"/>
... partially mandatory all-day school?	<input type="checkbox"/>	<input type="checkbox"/>
... fully mandatory all-day school?	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
h22900a	School: structure: half-day school	pInstitution
h22900b	School: structure: half-day school with an afternoon option	pInstitution
h22900c	School: structure: non-mandatory all-day school	pInstitution
h22900d	School: structure: partially mandatory all-day school	pInstitution
h22900e	School: structure: fully mandatory all-day school	pInstitution

QUESTIONS ABOUT THE TEACHING STAFF

The work of a school is primarily shaped by the teaching staff. We are therefore interested in the composition of your teaching staff and your opinion on the work at your school. Where no exact information is available, please give an estimate.

3 In total, how many teachers are employed at your school? Please do not include trainee teachers or teachers who primarily work as other civil servants.		
Please enter the figures aligned to the right.		
_ _ _ Teachers		
Range: 0 - 999		

Variables		
h227000	School: teaching staff: number of teachers	pInstitution

4	How many are employed full-time?
<i>Please enter the figures aligned to the right.</i>	
_ _ _ Teachers in full-time employment	
Range: 0 - 999	

Variables		
h227001	School: teaching staff: number of full-time employees	pInstitution

5	How many are employed part-time?
<i>Please enter the figures aligned to the right.</i>	
_ _ _ Teachers in part-time employment	
Range: 0 - 999	

Variables		
h227002	School: teaching staff: number of part-time employees	pInstitution

6	How many teachers at your school have a migrant background, i.e. were born abroad or have at least one parent who was born abroad?
<i>If no teachers have a migrant background, enter "Zero" (0). Please enter the figures aligned to the right.</i>	
_ _ _ Teachers with a migrant background	
Range: 0 - 999	

Variables		
h227022	School: Faculty: Amount migration background	pInstitution

7 What is the age structure of your teaching staff? How many teachers in your school belong to the following age groups:

Please enter the figures aligned to the right.

a) under 35 years |__|__|__| Teachers

Range: 0 - 999

b) 35 to under 45 years |__|__|__| Teachers

Range: 0 - 999

c) 45 to under 55 years |__|__|__| Teachers

Range: 0 - 999

d) 55 to under 65 years |__|__|__| Teachers

Range: 0 - 999

e) 65 years and older |__|__|__| Teachers

Range: 0 - 999

Variables

h22700a	School: teaching staff: age structure: under 35 years	pInstitution
h22700b	School: teaching staff: age structure: 35 to under 45 years	pInstitution
h22700c	School: teaching staff: age structure: 45 to under 55 years	pInstitution
h22700d	School: teaching staff: age structure: 55 to under 65 years	pInstitution
h22700e	School: teaching staff: age structure: 65 years and older	pInstitution

8 How many trainee teachers are currently employed in your school?

Please enter the figures aligned to the right.

|__|__|__| Teachers in training

Range: 0 - 999

Variables

h227003	School: teaching staff: number of trainee teachers	pInstitution
---------	--	--------------

9 And how many teachers who primarily work as other civil servants?

Please enter the figures aligned to the right.

|_|_| Teachers who primarily work as other civil servants

Range: 0 - 999

Variables

h227004	School: teaching staff: number of teachers who primarily work as other civil servants	pInstitution
---------	---	--------------

QUESTIONS ABOUT STUDENTS

The pedagogical work at schools depends on the composition of students at the schools. In the following section, we therefore want to ask you some questions about the students at your school. Please estimate if no exact statements are possible.

10 How many students are currently being educated at your school and how many of them are male?

If there are mixed classes, please indicate the amount of children in grade 3 for question a). Please enter numbers aligned to the right.

[Total] a) in grade 3 |_|_|_|_|

Range: 0 - 9,999

[Boys] a) in grade 3 |_|_|_|_|

Range: 0 - 9,999

[Total] b) at the school overall |_|_|_|_|

Range: 0 - 9,999

[Boys] b) at the school overall |_|_|_|_|

Range: 0 - 9,999

Variables

h22710c	School: Amount of students grade 3: Total	pInstitution
h22711c	School: Amount of students grade 3: Boys	pInstitution
h227100	School: Total amount of students	pInstitution
h227110	School: Total amount of students: Boys	pInstitution

11 How many students at your school were not promoted to the next grade in the last school year?

Please enter numbers aligned to the right.

|_|_|_| Students

Range: 0 - 99

Variables

h227131	School: Amount students: Not promoted to next grade	pInstitution
---------	---	--------------

12 How many students in your school skipped a grade in the last school year?

Please enter the figures aligned to the right.

|_|_|_| Students

Range: 0 - 99

Variables

h227132	School: number of students: skipped a grade	pInstitution
---------	---	--------------

13 What proportion of the students of your school are from families from ...

Please enter numbers aligned to the right.

... rather low social classes? |_|_|_| % Students

Range: 0 - 100

... rather middle social classes? |_|_|_| % Students

Range: 0 - 100

... rather upper social classes? |_|_|_| % Students

Range: 0 - 100

Variables

h79301a	Composition school - low social class	pInstitution
h79301b	Composition school - middle social class	pInstitution
h79301c	Composition school - upper social class	pInstitution

14 Approximately how large is the proportion of students with at least one parent with a higher education degree at your school?

Please enter numbers aligned to the right.

Students with at least one parent with higher education degree |__|__|__| %

Range: 0 - 100

Variables

h79302a	Composition school - parents higher education (formerly: Abitur)	pInstitution
---------	--	--------------

15 How large approximately is the amount of students in your school that have a migrant background, i.e. were born abroad or have at least one parent who was born abroad?

Please specify the amount in percentage. Please enter the figures aligned to the right.

Students with a migrant background |__|__|__| %

Range: 0 - 100

Variables

h451020	Amount of students with a migrant background in school	pInstitution
---------	--	--------------

16 Approximately how large is the proportion of students in grade 3 with a migration background at your school, i.e. the students themselves or at least one parent were born abroad?

Please indicate the proportion in percentage. Please enter numbers aligned to the right.

Students in grade 3 with a migration background |__|__|__| %

Range: 0 - 100

Variables

h401000	Proportion students with migration background in grade 3	pInstitution
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QUESTIONS ABOUT REMEDIAL MEASURES AND QUALITY ASSURANCE

We are especially interested in remedial measures for particular groups of students and for quality assurance measures at your school. This is why we would like to ask you some brief questions about that.

17 Which of the following offers do you have for the students at your school?


Please check one box in each line.

	Yes [1]	No [2]
a) Supplementary courses for very proficient students	<input type="checkbox"/>	<input type="checkbox"/>
b) Remedial teaching offers for underachieving students	<input type="checkbox"/>	<input type="checkbox"/>
c) Special courses in learning techniques	<input type="checkbox"/>	<input type="checkbox"/>
d) Subject-related projects or competitions	<input type="checkbox"/>	<input type="checkbox"/>
e) Homework supervision in school rooms	<input type="checkbox"/>	<input type="checkbox"/>
f) Tutoring held by teachers	<input type="checkbox"/>	<input type="checkbox"/>
g) Other support measures outside of class	<input type="checkbox"/>	<input type="checkbox"/>

Variables		
h22201a	School: supply, very proficient students	pInstitution
h22201b	School: offers, for very inefficient students	pInstitution
h22201c	School: supply, courses in learning techniques	pInstitution
h22201d	School: supply, projects or competitions	pInstitution
h22201e	School: supply, homework coaching	pInstitution
h22201f	School: supply, tutoring	pInstitution
h22201g	School: supply, other coaching	pInstitution

18 There are different possibilities of remedial language education for students with a non-German language of origin*. What remedial language measures do you have for 3rd grade students at your school?


Please check where applicable. *Students with a non-German language of origin means: The student learned a language other than German in their family ("mother tongue").

	Yes [1]	No [2]
a) These students attend regular lessons and receive additional classes (e.g., DaZ: Deutsch als Zweitsprache [German-as-a-second-language], aimed at improving their knowledge of German (e.g. reading comprehension, grammar, vocabulary, communication).	<input type="checkbox"/>	<input type="checkbox"/>
b) These students attend general remedial teaching/tutoring lessons for students whose performance in German is poor.	<input type="checkbox"/>	<input type="checkbox"/>
c) These students receive a significant proportion of their education in their language of origin in order to improve their mastery of their language of origin as well as of German.	<input type="checkbox"/>	<input type="checkbox"/>
d) These students receive education to promote their language of origin.	<input type="checkbox"/>	<input type="checkbox"/>
e) The class size is reduced in order to cope with the special requirements of these students.	<input type="checkbox"/>	<input type="checkbox"/>
f) These students receive homework assistance/tutoring especially dedicated for this group of students.	<input type="checkbox"/>	<input type="checkbox"/>
g) These students receive a different type of assistance, specifically:	<input type="checkbox"/>	<input type="checkbox"/>
(Please enter in block letters.) 		

Variables		
h41610a	Remedial language teaching - additional remedial German lessons	pInstitution
h41610b	Remedial language teaching - regular remedial German lessons (tutoring/remedial teaching lessons)	pInstitution
h41610c	Remedial language teaching - education in language of origin	pInstitution
h41610d	Remedial language teaching - promotion of language of origin	pInstitution
h41610e	Remedial language teaching - reducing class sizes	pInstitution
h41610f	Remedial language teaching - homework assistance	pInstitution
h41610s	Remedial language teaching - other	pInstitution
h416110_O	Remedial language teaching - open	pInstitution

19 Do you also offer language assistance for all other children with special language needs at this school regardless of their language of origin?

Please check one box in each line.

	Yes [1]	No [2]
a) These students receive assistance in regular lessons.	<input type="checkbox"/>	<input type="checkbox"/>
b) These students are taught in special needs classes.	<input type="checkbox"/>	<input type="checkbox"/>
c) At this school, these students receive a different type of assistance, specifically:	<input type="checkbox"/>	<input type="checkbox"/>
(Please fill out in block capitals.) 		

Variables		
hc1007a	Remedial language teaching: assistance in regular lessons	pInstitution
hc1007b	Remedial language teaching: teaching in special needs classes	pInstitution
hc1007c	Remedial language teaching: other type of assistance	pInstitution
hc1007d_O	Remedial language teaching: other type of assistance (open)	pInstitution

QUESTIONS ABOUT YOURSELF

20 When were you born?

Please enter the figures aligned to the right.

|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,900 - 2,020

Variables		
h76512m_O	Month of birth	pInstitution
h76512y	Year of birth	pInstitution

21 Are you male or female?

Please check where applicable.


Male [1] ☐

Female [2] ☐

Variables		
h765110	Gender	pInstitution

22	Do you have an immigrant background, i.e. were you or was at least one of your parents not born in Germany?
<i>Please check the applicable answer.</i>	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>

Variables		
h400010	School head immigrant background	pInstitution

23	What is your function at the school?
<i>Please check where applicable.</i>	
	<div>Not specified [0]</div> <div>Specified [1]</div>
Principal	<input type="checkbox"/> <input type="checkbox"/>
Deputy principal	<input type="checkbox"/> <input type="checkbox"/>
Other function in school administration, specifically:	<input type="checkbox"/> <input type="checkbox"/>
(Please enter in block letters.) 	

Variables		
hd0041a	Function at the school: Principal	pInstitution
hd0041b_O	No entry made	pInstitution

Thank you very much for your support!

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Parents, CATI (ID 323)

1 Control module

01922 [Auxiliary variable]: Consent to partner questions in Bremen exists		
Yes/Is not Bremen [1]		<input type="checkbox"/>
No [2]		<input type="checkbox"/>
goto 01919		
Variables		
pd1000z	Consent for questions about partner given	pParent

01914 [AUTO] Interview date		
_ _ _		
Range: 1 - 31		
_ _ _		
Range: 1 - 12		
_ _ _ _		
Range: 1,900 - 9,999		
goto 01917		
Variables		
intm	Interview date (month)	pParent

2 Introduction

1 Control module

01922 [Auxiliary variable]: Consent to partner questions in Bremen exists		
Yes/is not Bremen [1]		<input type="checkbox"/>
No [2]		<input type="checkbox"/>
goto 01919		
Variables		
pd1000z	Consent for questions about partner given	pParent

01914 [AUTO] Interview date		
_ _ _ _		
Range: 1 - 31		
_ _ _ _		
Range: 1 - 12		
_ _ _ _ _ _ _		
Range: 1,900 - 9,999		
goto 01917		
Variables		
intm	Interview date (month)	pParent

2 Introduction

84003 What is your relationship to <name of target child>?

Wait for spontaneous answer. If the spontaneous answer is imprecise, if there are questions, or if no spontaneous answer is given: Read out categories. If "only" mother or father is stated, please record biological mother or biological father.

Biological mother [1]	<input type="checkbox"/>
Biological father [2]	<input type="checkbox"/>
Adoptive mother [3]	<input type="checkbox"/>
Adoptive father [4]	<input type="checkbox"/>
Foster mother [5]	<input type="checkbox"/>
Foster father [6]	<input type="checkbox"/>
Partner of the father/ the mother (for same-sex partnerships) [7]	<input type="checkbox"/>
Partner of the father/ the mother (for same-sex partnerships) [8]	<input type="checkbox"/>
Stepmother [9]	<input type="checkbox"/>
Stepfather [10]	<input type="checkbox"/>
Relation can't be assigned to the categories [-20]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
<p>if (84003 = 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) goto 84004 if (84003 = -97, -98) goto 84002 if (84003=-20) goto 1007 (Kontaktmodul) autoif (84003 = 2, 4, 6, 8, 10) h_sex = 1 autoif (84003 = 1, 3, 5, 7, 9) h_sex = 2</p>	
Variables	
p731701	Relationship to target child
	pParent

84002 Are you male or female?	
<i>Only ask if something is unclear.</i>	
Male [1]	<input type="checkbox"/>
Female [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 84004	
autoif (84003 = -97, -98) h_sex = 84002	

Variables		
p731702	Sex respondent	pParent

84004 Does <name of target child> live with you in your household?	
<i>If <name of target child> lives in another household only for a short period of time, but normally in the household of the respondent, please specify 1. If <name of target child> lives in another household almost to the same extent as in that of the respondent, please specify 1. If <name of target child> lives only temporarily, e.g. on the weekends or for a short period of time, in the household of the person interviewed, please specify 2.</i>	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 84005	

Variables		
p743040	Child in household	pParent

Condition: if (Startkohorte = 2)

84005 Are you the parent who primarily takes care of the daily concerns of <target child's name>?

Condition: if (Startkohorte = K5)

84005 Are you the parent who primarily takes care of <target child's name>'s school issues?*If the respondent states that both parents are equally responsible/involved, please enter "yes".*Yes [1] ☐No [2] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 84006Z

Variables

p731703	Responsibility for matters target child	pParent
---------	---	---------

3 Child's sociodemographics**02100** At the beginning, some information about <name of target child> is gathered: Is <name of target child> a boy or a girl?*If the gender can be easily seen from the name, please phrase the question as follows: I assume that <name of target child> is a boy/a girl. Is that correct?*Boy [1] ☐Girl [2] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 02101

autoif (02100 <> .) h_S3TG1 = 02100

Variables

p700010	Gender target child	pParent
---------	---------------------	---------

02101 When was <name of target child> born? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,990 - 9,999

goto 02114

autoif (02101 (S3TG2J) <> .) h_S3TG2J = 02101 (S3TG2J)

Variables

p70012m	Date of birth target child (month)	pParent
p70012y	Date of birth target child (year)	pParent

02103 Was <name of target child> born in Germany?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (02103 = 2) goto 02104

if (02103 = 1, -97, -98) goto 02108

Variables

p406000_g1	Target child's country of birth (Germany/abroad; edited)	pParent
p406000	Country of birth target child, Germany/abroad	pParent

02104 In what country was <name of target child> born?

[List of countries] [-999] ☐

Land not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (02104 = -96) goto 02105

if (02104 <> -96) goto 02107

Variables

p406010_g2R	Target child's country of birth (aggregated)	pParent
p406010_g1R	Country of birth target child	pParent

02107 When did <name of target child> move to Germany? Please state the month and year.

If the child moved to Germany several times, the date should be specified that initiated the first stay in Germany for at least one year: "Please tell me the date on which <name of target child> began his/her first at least one year stay in Germany." If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,900 - 9,999

goto 02108

autoif (02104 > 0) h_S4ZG15 = 02104(Label)

autoif ((02104 = -96) & (02105 <> -97,-98)) h_S4ZG15 = 02105

autoif ((02104 = -96) & (02105 = -97,-98)) h_S4ZG15 = "unbekanntes Land"

autoif (02104 = -97, -98) h_S4ZG15 = "unbekanntes Land"

Variables

p40603m	Arrival date (arrival month) of the target child to Germany	pParent
p40603y	Arrival date (arrival year) of the target child to Germany	pParent

02108 What citizenship does <name of target child> have?

Country List [999997] ☐

Stateless [-20] ☐

Staatsangehörigkeit not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (02108 = -96) goto 02109

if (02108 = -97, -98, -20) goto 02114Z

if (02108 <> -96, -97, -98, -20) goto 02110

Variables

p407050_g2R	Target child's nationality (aggregated)	pParent
p407050_g1D	Target child's nationality (German/not German)	pParent
p407050_g1R	Citizenship of the target child	pParent

02110 Does <target child's name> have another nationality?	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (02110 = 1) goto 02111 if (02110 = 2, -97, -98) goto 02114Z	

Variables		
p407055	Dual nationality target child (yes / no)	pParent

Condition: if (02100 <> 2)	
02111 What second citizenship does he have?	
Condition: if (02100 = 2)	
02111 What second citizenship does she have?	
Country List [999997]	<input type="checkbox"/>
Staatsangehörigkeit not in list [-96]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (02111 = -96) goto 02112 if (02111 <> -96) goto 02114Z	

Variables		
p407060_g2R	Target child's second nationality (aggregated)	pParent
p407060_g1D	Target child's second nationality (German/not German)	pParent
p407060_g1R	Second citizenship of the target child	pParent

4 Preschool history

11108 Now I want to ask you questions about the time when <name of target child> had not yet started school. Did <name of target child> have day care before enrolling in school?

In case of questions: day care means care for young children usually up to 3 years.

Yes [1] ☐

No [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 11100

Variables

p711001	Day care before enrolling in school	pParent
---------	-------------------------------------	---------

Condition: if (Startkohorte = K5)

11100 Now I would like to ask you questions about the time when <name of target child> did not go to school yet. Did <name of target child> attend kindergarten at any time before school enrollment?

Condition: if (Startkohorte = 2)

11100 And did <name of target child> attend kindergarten at any time before school enrollment?

Note: In some German states the term kindergarten does not exist; they are labeled day care centers here.

Yes [1] ☐

No [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (11100 = 1) goto 11101

if (Startkohorte = 2 & (11100 = 2, -97, -98)) goto 11103

if ((Startkohorte = K5) & (11100 = 2, -97, -98)) goto 11102

Variables

p712020	Kindergarten attendance before school enrollment	pParent
---------	--	---------

11101 When did <name of target child> first go to Kindergarten? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,900 - 9,999

*if (Startkohorte = 2) goto 11103
if (Startkohorte = K5) goto 11102*

Variables

p71202m	Date of first Kindergarten attendance (month)	pParent
p71202y	Date of first Kindergarten attendance (year)	pParent

Condition: if (h_S3TG1 <> 2)

11102 I'll now come to the school education of <name of target child>. Was <name of target child> enrolled early or regularly, or was he retained back then?

Condition: if (h_S3TG1 = 2)

11102 I'll now come to the school education of <name of target child>. Was <name of target child> enrolled early or regularly, or was she retained back then?

If questions arise: Enrolled early means that a child attends school before the obligatory school starting age

Early [1] ☐

Regular [2] ☐

Deferral [3] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 11103

Variables

p712030	Early enrollment, regular enrollment, or retained	pParent
---------	---	---------

Condition: if (Startkohorte = 2)

11103 Now I will move on to <target child's name>'s school education. When did <target child's name> start school? Please state the month and year.

Condition: if (Startkohorte = K5)

11103 When did <target child's name> start school? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Hasn't started school yet [-20]

☐

Range: 1 - 12

|_|_|_|_| Year

Hasn't started school yet [-20]

☐

Range: 1,900 - 9,999

if (Startkohorte = 2) goto 11109

if (Startkohorte = K5) goto 11104Z

Variables

p71203m	Date of school enrollment target child (month)	pParent
p71203y	Date of school enrollment target child (year)	pParent

Condition: if (h_S3TG1 <> 2)

11109 Did <target child's name> start school early or at the regular age, or was he held back at that stage?

Condition: if (h_S3TG1 = 2)

11109 Did <target child's name> start school early or at the regular age, or was she held back at that stage?

If asked: Early means that a child attends school before the obligatory starting age.

Early [1]

☐

Regular [2]

☐

Deferral [3]

☐

Refused
[-97]

☐

Don't know [-98]

☐

goto 11104Z

Variables

p712030	Early enrollment, regular enrollment or deferral	pParent
---------	--	---------

START of school episode loop

57106	"[First round] The first school which <name of target child> ever attended; Was that a school in Germany? [Subsequent round, also introductory questions if from the X module] Was that a school in Germany?"
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (57106= 1) goto 57107 if (57106= 2) goto 57110 if (57106= -97, -98) goto 57112	

Variables		
p723020	School attendance in Germany	spParentSchool
p723020_g1	School attendance in Germany (edited)	spParentSchool

57107	Where is the school located and/or what municipality does it belong to?
<i>Please select from the list of place names</i>	
list of municipalities [999997]	<input type="checkbox"/>
Changing locations [-20]	<input type="checkbox"/>
Ort not in list [-96]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (57107= -96) goto 57108 if (57107<> -96) goto 57109	

Variables		
p723030_g1	Place of school (RS West/East)	spParentSchool
p723030_g2R	Municipality of school (federal state)	spParentSchool

57109 In which federal state is this place/this municipality located?*Do not read aloud, note the appropriate code.*

Schleswig-Holstein [1]	<input type="checkbox"/>
Hamburg [2]	<input type="checkbox"/>
Lower Saxony [3]	<input type="checkbox"/>
Bremen [4]	<input type="checkbox"/>
North Rhine-Westphalia [5]	<input type="checkbox"/>
Hesse [6]	<input type="checkbox"/>
Rhineland-Palatinate [7]	<input type="checkbox"/>
Baden-Wuerttemberg [8]	<input type="checkbox"/>
Bavaria [9]	<input type="checkbox"/>
Saarland [10]	<input type="checkbox"/>
Berlin [11]	<input type="checkbox"/>
Brandenburg [12]	<input type="checkbox"/>
Mecklenburg-Western Pomerania [13]	<input type="checkbox"/>
Saxony [14]	<input type="checkbox"/>
Saxony-Anhalt [15]	<input type="checkbox"/>
Thuringia [16]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>goto 57112</i>	

Variables

p723050_R	Federal state of the school	pParent
-----------	-----------------------------	---------

57110 In what country was the school located?

Please select country name from list!

Country List [999997] ☐

Land not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

*if (57110= -96) goto 57111
if (57110 <> -96) goto 57112*

Variables

p723060_g1R	Country of school	spParentSchool
p723060_g2R	Country of school (aggregated)	spParentSchool

Condition: if (57106 = 2)

57112 Which school did <name of target child> attend there? Please state the corresponding German school type.

Condition: if (57106 <> 2)

57112 Which school did <name of target child> attend there?

if (starting cohort = K5) <<Only read out instructions if necessary.>> if (Startkohorte = 2) <<Please read out instructions.>>

5 Parents, CATI (ID 323)

Elementary school <<also primary school>> [1]	<input type="checkbox"/>
Gemeinschaftsschule [2]	<input type="checkbox"/>
Halligschule [3]	<input type="checkbox"/>
Special school / special needs school <<also special needs center>> [4]	<input type="checkbox"/>
Waldorf school [5]	<input type="checkbox"/>
Dual Oberschule [6]	<input type="checkbox"/>
Extended Realschule [7]	<input type="checkbox"/>
Comprehensive school [8]	<input type="checkbox"/>
Gymnasium [9]	<input type="checkbox"/>
Hauptschule [10]	<input type="checkbox"/>
Integrated comprehensive school [11]	<input type="checkbox"/>
Integrated Sekundarschule [12]	<input type="checkbox"/>
Cooperative comprehensive school [13]	<input type="checkbox"/>
Mittelschule [14]	<input type="checkbox"/>
Mittelstufenschule [15]	<input type="checkbox"/>
Oberschule [16]	<input type="checkbox"/>
Orientation stage <<also trial and remedial stage>> [17]	<input type="checkbox"/>
Realschule [18]	<input type="checkbox"/>
Realschule plus [19]	<input type="checkbox"/>
Regelschule [20]	<input type="checkbox"/>
Regionale Schule [21]	<input type="checkbox"/>
Regionalschule [22]	<input type="checkbox"/>
Sekundarschule [23]	<input type="checkbox"/>
Stadtteilschule <<former comprehensive school>> [24]	<input type="checkbox"/>
Werkrealschule [25]	<input type="checkbox"/>
Wirtschaftsschule [26]	<input type="checkbox"/>
Vocational school <<leading to a general school-leaving qualification, e.g. Fachoberschule>> [27]	<input type="checkbox"/>
Other school [28]	<input type="checkbox"/>

Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
<p> <i>if (57106 = 2) goto 57129</i> <i>if (57112 = 28) & (57106 <> 2) goto 57113</i> <i>if (57112 = 6, 8, 13, 14 to 16, 19, 20, 22, 23) & (57106 <> 2) goto 57114</i> <i>if (57112 = 1 to 5, 7, 9 to 12, 17, 18, 21, 24, 25, 26, 27, -97, -98) & (57106 <> 2) goto 57129</i> <i>if (57106 <> 1) OR (57109 = -97, -98) 1: Grundschule <<auch Primarschule>></i> <i>if (57106 <> 1) OR (57109 = -97, -98) 2: Gemeinschaftsschule</i> <i>if (57106 <> 1) OR (57109 = -97, -98) 3: Halligschule</i> <i>if (57106 <> 1) OR (57109 = -97, -98) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57106 <> 1) OR (57109 = -97, -98) 5: Waldorfschule</i> <i>if (Startkohorte = K5) 6: Duale Oberschule</i> <i>if (Startkohorte = K5) 7: Erweiterte Realschule</i> <i>if (Startkohorte = K5) 8: Gesamtschule</i> <i>if (Startkohorte = K5) 9: Gymnasium</i> <i>if (Startkohorte = K5) 10: Hauptschule</i> <i>if (Startkohorte = K5) 11: Integrierte Gesamtschule</i> <i>if (Startkohorte = K5) 12: Integrierte Sekundarschule</i> <i>if (Startkohorte = K5) 13: Kooperative Gesamtschule</i> <i>if (Startkohorte = K5) 14: Mittelschule</i> <i>if (Startkohorte = K5) 15: Mittelstufenschule</i> <i>if (Startkohorte = K5) 16: Oberschule</i> <i>if (Startkohorte = K5) 17: Orientierungsstufe <<Auch Erprobungs- und Förderstufe >></i> <i>if (Startkohorte = K5) 18: Realschule</i> <i>if (Startkohorte = K5) 19: Realschule plus</i> <i>if (Startkohorte = K5) 20: Regelschule</i> <i>if (Startkohorte = K5) 21: Regionale Schule</i> <i>if (Startkohorte = K5) 22: Regionalschule</i> <i>if (Startkohorte = K5) 23: Sekundarschule</i> <i>24: Stadtteilschule <<ehemalige Gesamtschule>></i> <i>if (Startkohorte = K5) 25: Werkrealschule</i> <i>if (Startkohorte = K5) 26: Wirtschaftsschule</i> <i>if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses, z.B. Fachoberschule>></i> <i>28: andere Schule</i> BUTTONS: verweigert (-97), weiß nicht (-98) </p> <p> <i>if 57109 = 1 1: Grundschule <<auch Primarschule>></i> <i>if 57109 = 1 2: Gemeinschaftsschule</i> <i>if 57109 = 1 3: Halligschule</i> <i>if 57109 = 1 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if 57109 = 1 5: Waldorfschule</i> <i>if (Startkohorte = K5) 8: Gesamtschule</i> <i>if (Startkohorte = K5) 9: Gymnasium</i> <i>if (Startkohorte = K5) 10: Hauptschule</i> <i>if (Startkohorte = K5) 11: Integrierte Gesamtschule</i> <i>if (Startkohorte = K5) 13: Kooperative Gesamtschule</i> <i>if (Startkohorte = K5) 18: Realschule</i> <i>if (Startkohorte = K5) 22: Regionalschule</i> <i>if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>></i> <i>28: andere Schule</i> BUTTONS: verweigert (-97), weiß nicht (-98) </p> <p> <i>if 57109 = 2 1: Grundschule <<auch Primarschule>></i> <i>if 57109 = 2 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if 57109 = 2 5: Waldorfschule</i> <i>if (Startkohorte = K5) 8: Gesamtschule</i> <i>if (Startkohorte = K5) 9: Gymnasium</i> <i>if (Startkohorte = K5) 10: Hauptschule</i> <i>if (Startkohorte = K5) 11: Integrierte Gesamtschule</i> <i>if (Startkohorte = K5) 13: Kooperative Gesamtschule</i> <i>if (Startkohorte = K5) 18: Realschule</i> </p>	

24: Stadtteilschule <<ehemalige Gesamtschule>>
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 3 1: Grundschule <<auch Primarschule>>
if 57109 = 3 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if 57109 = 3 5: Waldorfschule
if (Startkohorte = K5) 8: Gesamtschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 10: Hauptschule
if (Startkohorte = K5) 11: Integrierte Gesamtschule
if (Startkohorte = K5) 13: Kooperative Gesamtschule
if (Startkohorte = K5) 16: Oberschule
if (Startkohorte = K5) 17: Orientierungsstufe <<Auch Erprobungs- und Förderstufe >>
if (Startkohorte = K5) 18: Realschule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 4 1: Grundschule <<auch Primarschule>>
if 57109 = 4 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if 57109 = 4 5: Waldorfschule
if (Startkohorte = K5) 8: Gesamtschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 11: Integrierte Gesamtschule
if (Startkohorte = K5) 13: Kooperative Gesamtschule
if (Startkohorte = K5) 16: Oberschule
if (Startkohorte = K5) 17: Orientierungsstufe <<Auch Erprobungs- und Förderstufe >>
if (Startkohorte = K5) 23: Sekundarschule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 5 1: Grundschule <<auch Primarschule>>
if 57109 = 5 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if 57109 = 5 5: Waldorfschule
if (Startkohorte = K5) 8: Gesamtschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 10: Hauptschule
if (Startkohorte = K5) 11: Integrierte Gesamtschule
if (Startkohorte = K5) 13: Kooperative Gesamtschule
if (Startkohorte = K5) 18: Realschule
if (Startkohorte = K5) 23: Sekundarschule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 6 1: Grundschule <<auch Primarschule>>
if 57109 = 6 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if 57109 = 6 5: Waldorfschule
if (Startkohorte = K5) 8: Gesamtschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 10: Hauptschule
if (Startkohorte = K5) 11: Integrierte Gesamtschule
if (Startkohorte = K5) 13: Kooperative Gesamtschule
if (Startkohorte = K5) 15: Mittelstufenschule
if (Startkohorte = K5) 18: Realschule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 7 1: Grundschule <<auch Primarschule>>
if 57109 = 7 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if 57109 = 7 5: Waldorfschule
if (Startkohorte = K5) 6: Duale Oberschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 10: Hauptschule
if (Startkohorte = K5) 11: Integrierte Gesamtschule
if (Startkohorte = K5) 18: Realschule
if (Startkohorte = K5) 19: Realschule plus
if (Startkohorte = K5) 21: Regionale Schule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 8 1: Grundschule <<auch Primarschule>>
if 57109 = 8 2: Gemeinschaftsschule
if 57109 = 8 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if 57109 = 8 5: Waldorfschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 10: Hauptschule
if (Startkohorte = K5) 18: Realschule
if (Startkohorte = K5) 25: Werkrealschule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 9 1: Grundschule <<auch Primarschule>>
if 57109 = 9 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if 57109 = 9 5: Waldorfschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 10: Hauptschule
if (Startkohorte = K5) 14: Mittelschule
if (Startkohorte = K5) 18: Realschule
if (Startkohorte = K5) 26: Wirtschaftsschule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 10 1: Grundschule <<auch Primarschule>>
if 57109 = 10 2: Gemeinschaftsschule
if 57109 = 10 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if 57109 = 10 5: Waldorfschule
if (Startkohorte = K5) 6: Duale Oberschule
if (Startkohorte = K5) 7: Erweiterte Realschule
if (Startkohorte = K5) 8: Gesamtschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 10: Hauptschule
if (Startkohorte = K5) 11: Integrierte Gesamtschule
if (Startkohorte = K5) 13: Kooperative Gesamtschule
if (Startkohorte = K5) 18: Realschule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 11 1: Grundschule <<auch Primarschule>>
if 57109 = 11 2: Gemeinschaftsschule
if 57109 = 11 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if 57109 = 11 5: Waldorfschule
if (Startkohorte = K5) 8: Gesamtschule
if (Startkohorte = K5) 9: Gymnasium

if (Startkohorte = K5) 10: Hauptschule
if (Startkohorte = K5) 11: Integrierte Gesamtschule
if (Startkohorte = K5) 12: Integrierte Sekundarschule
if (Startkohorte = K5) 13: Kooperative Gesamtschule
if (Startkohorte = K5) 18: Realschule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 12 1: Grundschule <<auch Primarschule>>
if 57109 = 12 4: Sonderschule / Förderschule <<auch Förderzentrum>>
if 57109 = 12 5: Waldorfschule
if (Startkohorte = K5) 8: Gesamtschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 11: Integrierte Gesamtschule
if (Startkohorte = K5) 13: Kooperative Gesamtschule
if (Startkohorte = K5) 16: Oberschule
if (Startkohorte = K5) 18: Realschule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 13 1: Grundschule <<auch Primarschule>>
if 57109 = 13 4: Sonderschule / Förderschule <<auch Förderzentrum>>
if 57109 = 13 5: Waldorfschule
if (Startkohorte = K5) 8: Gesamtschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 10: Hauptschule
if (Startkohorte = K5) 11: Integrierte Gesamtschule
if (Startkohorte = K5) 13: Kooperative Gesamtschule
if (Startkohorte = K5) 17: Orientierungsstufe <<auch Erprobungs- und Förderstufe >>
if (Startkohorte = K5) 18: Realschule
if (Startkohorte = K5) 21: Regionale Schule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 14 1: Grundschule <<auch Primarschule>>
if 57109 = 14 2: Gemeinschaftsschule
if 57109 = 14 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if 57109 = 14 5: Waldorfschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 14: Mittelschule
if (Startkohorte = K5) 16: Oberschule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 15 1: Grundschule <<auch Primarschule>>
if 57109 = 15 2: Gemeinschaftsschule
if 57109 = 15 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if 57109 = 15 5: Waldorfschule
if (Startkohorte = K5) 8: Gesamtschule
if (Startkohorte = K5) 9: Gymnasium
if (Startkohorte = K5) 11: Integrierte Gesamtschule
if (Startkohorte = K5) 13: Kooperative Gesamtschule
if (Startkohorte = K5) 23: Sekundarschule
if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
28: andere Schule
BUTTONS: verweigert (-97), weiß nicht (-98)

if 57109 = 16 1: Grundschule <<auch Primarschule>>
 if 57109 = 16 2: Gemeinschaftsschule
 if 57109 = 16 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
 if 57109 = 16 5: Waldorfschule
 if (Startkohorte = K5) 8: Gesamtschule
 if (Startkohorte = K5) 9: Gymnasium
 if (Startkohorte = K5) 11: Integrierte Gesamtschule
 if (Startkohorte = K5) 13: Kooperative Gesamtschule
 if (Startkohorte = K5) 20: Regelschule
 if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
 28: andere Schule
 BUTTONS: verweigert (-97), weiß nicht (-98)

Variables

p723081	Designation school	spParentSchool
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57113 What kind of school was that?

Here you should only record schools which lead to a general educational school-leaving qualification.



if (Startkohorte=K5) goto 57114
 if Startkohorte<>K5) goto 57129

Variables

p723090_O	Type of school (open)	spParentSchool
p723090_g1	Type of school (open)	spParentSchool

Condition: if (57112 = 8, 28) OR (57112 = 16 & 57109 = 3, 4)

57114 Did <name of target child> attend the Hauptschule, Realschule, or Gymnasium branch there? Or was it an integrated school without a separation of the educational programs?

Condition: if (57112 = 13)

57114 Did <name of target child> attend the Hauptschule, Realschule, or Gymnasium branch there?

Condition: if (57112 = 19, 20, 22) OR (57112 = 23 & 57109 = 5)

57114 Did <name of target child> attend the Hauptschule or Realschule branch there? Or was it an integrated school without a separation of the educational programs?

Condition: if ((57112 = 6, 14, 15) OR (57112 = 16 & 57109 = 12, 14) OR (57112 = 23 & 57109 <> 5)))

57114 Did <name of target child> attend the Hauptschule or Realschule branch there?

Please don't read out the instructions. If the interviewee states that the school branches were only separated in a higher grade, please use button.

School path Hauptschule [1] ☐

School path Realschule [2] ☐

School path Gymnasium [3] ☐

No division into school paths [4] ☐

No separation intended (-21) / if (57112 = 28 OR (57112 = 23 & 57109 = 5) [-21] ☐

Separation at later time [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 57129

1: Hauptschulzweig

2: Realschulzweig

if ((57112 <> 6, 14, 15, 16, 19 to 23) OR (57112 = 16 & 57109 = 3, 4) 3: Gymnasialer Zweig

if ((57112 <> 6, 13 to 15, 16, 23) OR (57112 = 23 & 57109 = 5) OR (57112 = 16 & 57109 = 3, 4) 4: integrierte Schule

BUTTONS: verweigert (-97), weiß nicht (-98), Trennung erfolgt später (-20), if (57112 = 28 OR (57112 = 23 & 57109 = 5) keine Trennung vorgesehen (-21)

Variables

p723101	School branch	spParentSchool
---------	---------------	----------------

57131 What form of authority is this school under? Is it ...

Please read options aloud. Church schools are exclusively Catholic and Lutheran or Protestant schools. For non-Catholic or non-evangelical/non-Protestant religious institutions, please enter 3.

A public school [1] ☐

A church school [2] ☐

Another kind of private or free school? [3] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (57131 = 2) goto 57132

if (57131 = 1, 3, -97, -98) & ((57101 <> 1) OR (57101 = 1 & 57105 > 1)) goto 57115

if (57131 = 1, 3, -97, -98) & (57101 = 1) & (57105 = 1) goto 57133

Variables

p723180	School authority	spParentSchool
---------	------------------	----------------

57132 Exactly what kind of church authority is the school under? Is it ...

Please read options aloud.

A Catholic school <<also Caritas>> [1] ☐

Or a Lutheran or protestant school? <<also diaconal institution>> [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (57101 <> 1) OR (57101 = 1 & 57105 > 1) goto 57115

if (57101 = 1) & (57105 = 1) goto 57133

Variables

p723190	School authority: church	spParentSchool
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Condition: if (Startkohorte = K5)

57115 [Subsequent round] From when to when did <target child's name> attend this school or this school branch without changing and without interruption?

Condition: if (Startkohorte = 2)

57115 [Subsequent round] From when to when did <target child's name> attend this school or this school branch without changing and without interruption?

If the respondent can only remember seasons, please enter the following codes: 21: Start of year/Winter, 24: Spring/Easter, 27: Mid-year/Summer, 30: Fall, 32: End of year.

|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,900 - 9,999

goto 57133

Variables		
p72301m	Starting date school episode (month)	spParentSchool
p72301y	Starting date school period (year)	spParentSchool
p72301m_g1	Start (month, corrected)	spParentSchool
p72301y_g1	Start (year, corrected)	spParentSchool

Condition: if (h_S3TG1 <> 2 & (11103 <> -97, -98))

57133 [first round] You told me that <name of target child> was enrolled into school in <11103(KG4M(Label)) 11103(KG4J)>. Until when did he attend this school without transfers and interruptions? If applicable, please include vacation times at the end of school attendance in your calculation.

Condition: if (h_S3TG1 = 2 & (11103 <> -97, -98))

57133 [first round] You told me that <name of target child> was enrolled into school in <11103(KG4M(Label)) 11103(KG4J)>. Until when did she attend this school without transfers and interruptions? If applicable, please include vacation times at the end of school attendance in your calculation.

Condition: if (11103 = -97, -98)

57133 [erster Durchgang] Until when did <name of target child> attend this school or this school branch without transfers and interruptions?

Condition: if (Startkohorte = 2, K5)

57133 [further round] Until when did <name of target child> attend this school without transfers and interruptions?

If requested: Extended illness means at least 3 months of school interruption. If the target person can only remember seasons, please enter the following numbers: 21: Beginning of the year/winter, 24: Spring/Easter, 27: Mid-year/summer, 30: Fall, 32: End of the year.

|_|_| Month

Until today [-20]

☐

Range: 1 - 12

|_|_|_|_| Year

Until today [-20]

☐

Range: 1,900 - 9,999

if (57133 < INTDAT) goto 57117
if ((57133 = INTDAT) & 57116 <> 1) goto 57116
if ((57133 = INTDAT) & 57116 = 1) goto 57126Z
autoif (57133 = -20) 57133(ASENDM) = intrm
autoif (57133 = -20) 57133(ASENDJ) = intj
autoif (57133 = -20) 57116 = 1
autoif (57133 < intdat) 57116 = 2

Variables

p72302m	End date school episode month	spParentSchool
p72302y	End date school episode year	spParentSchool
p72302m_g1	End (month, corrected)	spParentSchool
p72302y_g1	End (year, corrected)	spParentSchool

57116 Does <name of target child> attend this school today?*Do not read answer categories aloud.*Yes, <name of target child> still attends this school [1] ☐No, school attendance ended during the interview month [2] ☐Refused [-97] ☐Don't know [-98] ☐

if (57116 <> 2) goto 57126Z

if (57116 = 2) goto 57117

Variables

p723110	Duration school episode	spParentSchool
p723110_g1	Spell is lasting (corrected)	spParentSchool

Condition: if (Startkohorte = K5)

57117 Did <name of target child> transfer to another school or school branch after that or did <name of target child> interrupt the school time for more than 3 months?

Condition: if (Startkohorte = 2)

57117 Did <name of target child> transfer to another school after that or did <name of target child> interrupt the school time for more than 3 months?*Don't read out answer categories*Changed school [1] ☐Interruption to schooling [2] ☐Changed school sector [3] ☐Child left general education school [-20] ☐Refused [-97] ☐Don't know [-98] ☐

if (57117 = 1) goto 57118

if (57117 = 2) goto 57119

if (57117 = 3) goto 57120

if (57117 = -97, -98) goto 57122

if (57117 = -20) goto 57122

1: Schule gewechselt

2: Schulzeit unterbrochen

if (Startkohorte = K5) 3: Schulzweig gewechselt

BUTTONS: verweigert (-97), weiß nicht (-98), if (Startkohorte = K5) Kind hat die allgemeinbildende Schule verlassen (-20)

Variables

p723120	Reason end school episode	spParentSchool
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Condition: if (Startkohorte = K5)

57118 Was that a regular transfer to a higher level school (e.g., from elementary school to Realschule) or what was the other reason for the school transfer?

Condition: if (Startkohorte = 2)

57118 What was the reason for the school transfer?

Don't read out, mark applicable code.

House move, change of residence [1] ☐

Regular change to next stage of education [2] ☐

Illness [3] ☐

Spent time at school abroad [4] ☐

Finished school with school-leaving qualification [5] ☐

Postponement of school attendance [7] ☐

Other reasons [6] ☐

Child left the general education school [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (57118 = 2) goto 57126Z

if (57118 = 1, 3, 4, 5, 6, 7, -20, -97, -98) goto 57122

autoif (57118 = 2) 57122 = 1

1: Umzug, Wohnortwechsel

if (Startkohorte = K5) 2: regulärer Wechsel auf weiterführende Schule

3: Krankheit

4: Schulzeit im Ausland verbracht

if (Startkohorte = K5) 5: Schule mit Abschluss beendet

if (Startkohorte = 2) 7: Zurückstellung vom Schulbesuch

6: andere Gründe

BUTTONS: verweigert (-97), weiß nicht (-98), if (Startkohorte = K5) Kind hat die allgemeinbildende Schule verlassen (-20)

Variables

p723130

Reason school transfer

spParentSchool

57119 What was the reason for the interruption of school time?*Don't read out, mark applicable code.*House move, change of residence [1] ☐Illness [3] ☐Spent time at school abroad [4] ☐Finished school with school-leaving qualification [5] ☐Postponement of school attendance [7] ☐Other reasons [6] ☐Child left the general education school [-20] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 57122

1: Umzug, Wohnortwechsel

3: Krankheit

4: Schulzeit im Ausland verbracht

if (Startkohorte = K5) 5: Schule mit Abschluss beendet

if (Startkohorte = 2) 7: Zurückstellung vom Schulbesuch

6: andere Gründe

BUTTONS: verweigert (-97), weiß nicht (-98), if (Startkohorte = K5) Kind hat die allgemeinbildende Schule verlassen (-20)

Variables

p723140	Reason school interruption	spParentSchool
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57120 What was the reason for the change of school sector?*Do not read out, note the appropriate code*Too challenging [1] ☐Not challenging enough [2] ☐Other reasons [3] ☐Refused
[-97] ☐Don't know [-98] ☐

if (57120 = 3) goto 57121

if (57120 = 1, 2, -20, -97, -98) goto 57122

BUTTONS: verweigert (-97), weiß nicht (-98), if (Startkohorte = K5,) Kind hat die allgemeinbildende Schule verlassen (-20)

Variables

p723200	Reason for the change of school sector	spParentSchool
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START of school episode loop

57907 Where is the school located and/or what municipality does it belong to?		
<i>Please select from the list of place names</i>		
list of municipalities [999997]	<input type="checkbox"/>	
Changing locations [-20]	<input type="checkbox"/>	
Ort not in list [-96]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
if (57907= -96) goto 57908 if (57907<> -96) goto 57909		
Variables		
p723030_g1	Place of school (RS West/East)	spParentSchool
p723030_g2R	Municipality of school (federal state)	spParentSchool

57909 In which federal state is this place/this municipality located?*Do not read aloud, note the appropriate code.*

Schleswig-Holstein [1]	<input type="checkbox"/>
Hamburg [2]	<input type="checkbox"/>
Lower Saxony [3]	<input type="checkbox"/>
Bremen [4]	<input type="checkbox"/>
North Rhine-Westphalia [5]	<input type="checkbox"/>
Hesse [6]	<input type="checkbox"/>
Rhineland-Palatinate [7]	<input type="checkbox"/>
Baden-Wuerttemberg [8]	<input type="checkbox"/>
Bavaria [9]	<input type="checkbox"/>
Saarland [10]	<input type="checkbox"/>
Berlin [11]	<input type="checkbox"/>
Brandenburg [12]	<input type="checkbox"/>
Mecklenburg-Western Pomerania [13]	<input type="checkbox"/>
Saxony [14]	<input type="checkbox"/>
Saxony-Anhalt [15]	<input type="checkbox"/>
Thuringia [16]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>goto 57912</i>	

Variables

p723050_R	Federal state of the school	pParent
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57910 In what country was the school located?

Please select country name from list!

Country List [999997] ☐

Land not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

*if (57910 = -96) goto 57911
if (57910 <> -96) goto 57912*

Variables

p723060_g1R	Country of school	spParentSchool
p723060_g2R	Country of school (aggregated)	spParentSchool

Condition: if (57906 = 2)

57912 What school did <name of target child> attend there? Please state the corresponding German school type.

Condition: if (57906 <> 2)

57912 What school did <name of target child> attend there?

if (Startkohorte = K5) <<Only read out instructions if needed.>> if (Startkohorte = 2) <<Please read out instructions.>>

5 Parents, CATI (ID 323)

Elementary school <<also primary school>> [1]	<input type="checkbox"/>
Gemeinschaftsschule [2]	<input type="checkbox"/>
Halligschule [3]	<input type="checkbox"/>
Special school / special needs school <<also special needs center>> [4]	<input type="checkbox"/>
Waldorf school [5]	<input type="checkbox"/>
Dual Oberschule [6]	<input type="checkbox"/>
Extended Realschule [7]	<input type="checkbox"/>
Comprehensive school [8]	<input type="checkbox"/>
Gymnasium [9]	<input type="checkbox"/>
Hauptschule [10]	<input type="checkbox"/>
Integrated comprehensive school [11]	<input type="checkbox"/>
Integrated Sekundarschule [12]	<input type="checkbox"/>
Cooperative comprehensive school [13]	<input type="checkbox"/>
Mittelschule [14]	<input type="checkbox"/>
Mittelstufenschule [15]	<input type="checkbox"/>
Oberschule [16]	<input type="checkbox"/>
Orientation stage <<also trial and remedial stage>> [17]	<input type="checkbox"/>
Realschule [18]	<input type="checkbox"/>
Realschule plus [19]	<input type="checkbox"/>
Regelschule [20]	<input type="checkbox"/>
Regionale Schule [21]	<input type="checkbox"/>
Regionalschule [22]	<input type="checkbox"/>
Sekundarschule [23]	<input type="checkbox"/>
Stadtteilschule <<former comprehensive school>> [24]	<input type="checkbox"/>
Werkrealschule [25]	<input type="checkbox"/>
Wirtschaftsschule [26]	<input type="checkbox"/>
Vocational school <<leading to a general school-leaving qualification, e.g. Fachoberschule>> [27]	<input type="checkbox"/>
Other school [28]	<input type="checkbox"/>

Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
<p> <i>if (57906 = 2) goto 57929</i> <i>if (57912 = 28) & (57906 <> 2) goto 57913</i> <i>if (57912 = 6, 8, 13, 14 to 16, 19, 20, 22, 23) & (57906 <> 2) goto 57914</i> <i>if (57912 = 1 to 5, 7, 9 to 12, 17, 18, 21, 24, 25, 26, 27, -97, -98) & (57906 <> 2) goto 57929</i> <i>if (57906 <> 1) OR (57909 = -97, -98) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 1) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 2) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 3) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 4) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 5) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 6) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 7) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 8) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 9) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 10) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 11) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 12) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 13) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 14) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 15) 1: Grundschule <<auch Primarschule>></i> <i>if (57909 = 16) 1: Grundschule <<auch Primarschule>></i> <i>if (57906 <> 1) OR (57909 = -97, -98) 2: Gemeinschaftsschule</i> <i>if (57909 = 1) 2: Gemeinschaftsschule</i> <i>if (57909 = 8) 2: Gemeinschaftsschule</i> <i>if (57909 = 10) 2: Gemeinschaftsschule</i> <i>if (57909 = 11) 2: Gemeinschaftsschule</i> <i>if (57909 = 14) 2: Gemeinschaftsschule</i> <i>if (57909 = 15) 2: Gemeinschaftsschule</i> <i>if (57909 = 16) 2: Gemeinschaftsschule</i> <i>if (57906 <> 1) OR (57909 = -97, -98) 3: Halligschule</i> <i>if (57909 = 1) 3: Halligschule</i> <i>if (57906 <> 1) OR (57909 = -97, -98) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 1) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 2) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 3) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 4) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 5) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 6) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 7) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 8) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 9) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 10) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 11) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 12) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 13) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 14) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 15) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57909 = 16) 4: Sonderschule / Förderschule <<Auch Förderzentrum>></i> <i>if (57906 <> 1) OR (57909 = -97, -98) 5: Waldorfschule</i> <i>if (57909 = 1) 5: Waldorfschule</i> <i>if (57909 = 2) 5: Waldorfschule</i> <i>if (57909 = 3) 5: Waldorfschule</i> <i>if (57909 = 4) 5: Waldorfschule</i> <i>if (57909 = 5) 5: Waldorfschule</i> <i>if (57909 = 6) 5: Waldorfschule</i> </p>	

if (57909 = 7) 5: Waldorfschule
 if (57909 = 8) 5: Waldorfschule
 if (57909 = 9) 5: Waldorfschule
 if (57909 = 10) 5: Waldorfschule
 if (57909 = 11) 5: Waldorfschule
 if (57909 = 12) 5: Waldorfschule
 if (57909 = 13) 5: Waldorfschule
 if (57909 = 14) 5: Waldorfschule
 if (57909 = 15) 5: Waldorfschule
 if (57909 = 16) 5: Waldorfschule

if (Startkohorte = K5) 6: Duale Oberschule
 if (Startkohorte = K5) 7: Erweiterte Realschule
 if (Startkohorte = K5) 8: Gesamtschule
 if (Startkohorte = K5) 9: Gymnasium
 if (Startkohorte = K5) 10: Hauptschule
 if (Startkohorte = K5) 11: Integrierte Gesamtschule
 if (Startkohorte = K5) 12: Integrierte Sekundarschule
 if (Startkohorte = K5) 13: Kooperative Gesamtschule
 if (Startkohorte = K5) 14: Mittelschule
 if (Startkohorte = K5) 15: Mittelstufenschule
 if (Startkohorte = K5) 16: Oberschule
 if (Startkohorte = K5) 17: Orientierungsstufe <<Auch Erprobungs- und Förderstufe >>
 if (Startkohorte = K5) 18: Realschule
 if (Startkohorte = K5) 19: Realschule plus
 if (Startkohorte = K5) 20: Regelschule
 if (Startkohorte = K5) 21: Regionale Schule
 if (Startkohorte = K5) 22: Regionalschule
 if (Startkohorte = K5) 23: Sekundarschule
 24: Stadtteilschule <<ehemalige Gesamtschule>>
 if (Startkohorte = K5) 25: Werkrealschule
 if (Startkohorte = K5) 26: Wirtschaftsschule
 if (Startkohorte = K5) 27: berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>
 28: andere Schule

Variables

p723081	Designation school	spParentSchool
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57913 What kind of school was that?

Here you should only record schools which lead to a general educational school-leaving qualification.



if (Startkohorte = K5) goto 57914
 if (Startkohorte <> K5) goto 57929

Variables

p723090_O	Type of school (open)	spParentSchool
p723090_g1	Type of school (open)	spParentSchool

Condition: if (57912 = 8, 28) OR (57912 = 16 & 57909 = 3, 4)

57914 Did <name of target child> attend the Hauptschule, Realschule, or Gymnasium branch there? Or was it an integrated school that did not separate the school branches?

Condition: if (57912 = 13)

57914 Did <name of target child> attend the Hauptschule, Realschule, or Gymnasium branch there?

Condition: if (57912 = 19, 20, 22) OR (57912 = 23 & 57909 = 5)

57914 Did <name of target child> attend the Hauptschule or Realschule branch there? Or was it an integrated school that did not separate the school branches?

Condition: if ((57912 = 6, 14, 15) OR (57912 = 16 & 57909 = 12, 14) OR (57912 = 23 & 57909 <> 5))

57914 Did <name of target child> attend the Hauptschule or Realschule branch there?

If the interviewee states that the school branches were only separated in a higher grade, please use button.

Hauptschule branch [1] ☐

Realschule branch [2] ☐

Gymnasium branch [3] ☐

Integrated school [4] ☐

No separation intended [-21] ☐

Separation at later time [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 57929

1: Hauptschulzweig

2: Realschulzweig

if ((57912 <> 6, 14, 15, 16, 19 to 23) OR (57912 = 16 & 57909 = 3, 4) 3: Gymnasialer Zweig

if ((57912 <> 6, 13 to 15, 16, 23) OR (57912 = 23 & 57909 = 5)) OR (57912 = 16 & 57909 = 3, 4) 4: integrierte Schule

BUTTONS: verweigert (-97), weiß nicht (-98), Trennung erfolgt später (-20), if (57912 = 28 OR (57912 = 23 & 57909 = 5) keine Trennung vorgesehen (-21)

Variables

p723101	School branch	spParentSchool
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57931 What form of authority is this school under? Is it ...

Please read options aloud. Church schools are exclusively Catholic and Lutheran or Protestant schools. For non-Catholic or non-evangelical/non-Protestant religious institutions, please enter 3.

A public school [1] ☐

A church school [2] ☐

Another kind of private or free school? [3] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (57931 = 2) goto 57932

if (57931 = 1, 3, -97, -98) & (57901 <> 3) goto 57915

if (57931 = 1, 3, -97, -98) & (57901 = 3) goto 57933

Variables

p723180	School authority	spParentSchool
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57932 Exactly what kind of church authority is the school under? Is it ...

Please read options aloud.

A Catholic school <<also Caritas>> [1] ☐

Or a Lutheran or protestant school? <<also diaconal institution>> [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (57901 <> 3) goto 57915

if (57901 = 3) goto 57933

Variables

p723190	School authority: church	spParentSchool
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Condition: if (Startkohorte = K5)

57915 From when until when did <name of target child> attend this school or school branch without a transfer or interruption?

Condition: if (Startkohorte = 2)

57915 From when until when did <name of target child> attend this school without a transfer or interruption?

If the target person can only remember seasons, please enter the following numbers: 21: Beginning of the year/winter, 24: Spring/Easter, 27: Mid-year/summer, 30: Fall, 32: End of the year.

|_|_|_| Month

Range: 0 - 12

|_|_|_|_|_|_|_| Year

goto 57933

Variables

p72301m	Start date school episode month	spParentSchool
p72301y	Start date school episode year	spParentSchool
p72301m_g1	Start (month, corrected)	spParentSchool
p72301y_g1	Start (year, corrected)	spParentSchool

Condition: if ((Startkohorte = K5) & 57901 = 3)

57933 Until when did <name of target child> attend this school or school branch without a transfer or interruption? Or is he/she still attending?

Condition: if (Startkohorte = 2 & 57901 = 3)

57933 Until when did <name of target child> attend this school without a transfer or interruption? Or is he/she still attending?

Condition: if ((Startkohorte = K5) & (57901 = 2, 4))

57933 Until when did <name of target child> attend this school or school branch without a transfer or interruption?

Condition: if ((Startkohorte = 2) & (57901 = 2, 4))

57933 Until when did <name of target child> attend this school without a transfer or interruption?

|_|_|_| Month

Range: 0 - 12

|_|_|_|_|_|_|_| Year

if (57933 < INTDAT) goto 57917
 if ((57933 = INTDAT) & 57916 <> 1) goto 57916
 if ((57933 = INTDAT) & 57916 = 1) goto 57926Z
 autoif (57933 = -20) 57933 (ASENDM) = intm
 autoif (57933 = -20) 57933 (ASENDJ) = intj
 autoif (57933 = -20) 57916 = 1
 autoif (57933 < intdat) 57916 = 2

Variables

p72302m	End date school episode (month)	spParentSchool
p72302y	End date school episode (year)	spParentSchool
p72302m_g1	End (month, corrected)	spParentSchool
p72302y_g1	End (year, corrected)	spParentSchool

57916 Does <name of target child> attend this school today?

Do not read answer categories aloud.

Yes, <name of target child> still attends this school [1] ☐

No, school attendance ended during the interview month [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (57916 <> 2) goto 57926Z
 if (57916 = 2) goto 57917

Variables

p723110	Duration school episode	spParentSchool
p723110_g1	Spell is lasting (corrected)	spParentSchool

Condition: if (Startkohorte = K5)

57917 Did <name of target child> transfer to another school or school branch after that or did <name of target child> interrupt the school time for more than 3 months?

Condition: if (Startkohorte = 2)

57917 Did <name of target child> transfer to another school after that or did <name of target child> interrupt the school time for more than 3 months?

Don't read out answer categories.

Changed school [1] ☐

Interruption to schooling [2] ☐

Changed school sector [3] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (57917 = 1) goto 57918

if (57917 = 2) goto 57919

if (57917 = 3) goto 57920

if (57917 = -97, -98) goto 57922

if (57917 = -20) goto 5792

1: Schule gewechselt

2: Schulzeit unterbrochen

if (Startkohorte = K5) 3: Schulzweig gewechselt

BUTTONS: verweigert (-97), weiß nicht (-98), if (Startkohorte = K5) Kind hat die allgemeinbildende Schule verlassen (-20)

Variables

p723120	Reason end school episode	spParentSchool
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Condition: if (Startkohorte = K5)

57918 Was that a regular transfer to a higher level school (e.g., from elementary school to Realschule) or what was the other reason for the school transfer?

Condition: if (Startkohorte = 2)

57918 What was the reason for the school transfer?*Don't read out, mark applicable code*House move, change of residence [1] ☐Regular change to next stage of education [2] ☐Illness [3] ☐Spent time at school abroad [4] ☐Finished school with school-leaving qualification [5] ☐Postponement of school attendance [7] ☐Other reasons [6] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐*if (57918 = 2) goto 57926Z**if (57918 = 1, 3, 4, 5, 6, 7, -20, -97, -98) goto 57922**autoif (57918 = 2) 57922 = 1**1: Umzug, Wohnortwechsel**if (Startkohorte = K5) 2: regulärer Wechsel auf weiterführende Schule**3: Krankheit**4: Schulzeit im Ausland verbracht**if (Startkohorte = K5) 5: Schule mit Abschluss beendet**if (Startkohorte = 2) 7: Zurückstellung vom Schulbesuch**6: andere Gründe**BUTTONS: verweigert (-97), weiß nicht (-98), if (Startkohorte = K5K9) Kind hat die allgemeinbildende Schule verlassen (-20)*

Variables

p723130	Reason school transfer	spParentSchool
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57919 What was the reason for the interruption of school time?*Don't read out, mark applicable code.*House move, change of residence [1] ☐Illness [3] ☐Spent time at school abroad [4] ☐Finished school with school-leaving qualification [5] ☐Postponement of school attendance [7] ☐Other reasons [6] ☐*Child left the general education school [-20]* ☐*Refused [-97]* ☐*Don't know [-98]* ☐*goto 57922**1: Umzug, Wohnortwechsel**3: Krankheit**4: Schulzeit im Ausland verbracht**if (Startkohorte = K5) 5: Schule mit Abschluss beendet**if (Startkohorte = 2) 7: Zurückstellung vom Schulbesuch**6: andere Gründe**BUTTONS: verweigert (-97), weiß nicht (-98), if (Startkohorte = K5) Kind hat die allgemeinbildende Schule verlassen (-20)***Variables**

p723140	Reason school interruption	spParentSchool
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57920 What was the reason for switching the school branch?*Don't read out, mark applicable code.*Too challenging [1] ☐Not challenging enough [2] ☐Other reasons [3] ☐Child left general education school [-20] ☐Refused
[-97] ☐Don't know [-98] ☐*if (57920 = 3) goto 57921**if (57920 = 1, 2, -20, -97, -98) goto 57922**1: Anforderungen zu hoch**2: Anforderungen zu niedrig**3: andere Gründe**BUTTONS: verweigert (-97), weiß nicht (-98), if (Startkohorte = K5) Kind hat die allgemeinbildende Schule verlassen (-20)***Variables**

p723200	Reason school branch switch	spParentSchool
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7 School cross-section**58136 And considering everything you know now: What qualification will <target child's name> actually leave school with?***Read out options*Leaving certificate from the Hauptschule [basic secondary school] [2] ☐Leaving certificate from the Realschule secondary school] [3] ☐Abitur [higher education entrance qualification] [4] ☐Leave school without any qualification [1] ☐Refused
[-97] ☐Don't know [-98] ☐*goto 58137***Variables**

p31135a	Realistic educational aspiration - highest school-leaving qualification	pParent
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Condition: if (Startkohorte = 2 & h_S3TG1 <> 2)

58137 It does not matter how well <name of target child> currently does in school: Which school type do you desire for him after elementary school?

Condition: if (Startkohorte = 2 & h_S3TG1 = 2)

58137 It does not matter how well <name of target child> currently does in school: Which school type do you desire for her after elementary school?

Don't read out – assign answer.

Hauptschule [school for basic secondary education] [1] ☐

Realschule [intermediate secondary school] [2] ☐

Gymnasium [type of school leading to upper secondary education and Abitur] [3] ☐

Comprehensive school [4] ☐

Verbundene Haupt- und Realschule [type of school in Berlin, Hesse, Mecklenburg-West Pomerania and Lower Saxony offering basic and intermediate secondary education] <<also Sekundarschule, Regelschule, Mittelschule, Oberschule, Wirtschaftsschule, Regionale Schule, Regionalschule, extended Realschule, Realschule plus, Gemeinschaftsschule, Werkrealschule, district school, Mittelstufenschule, dual Oberschule>> [5] ☐

Special school/special needs school <<also special needs center>> [6] ☐

Orientation stage [first two years of secondary education] <<also test or remedial level e.g. in Mecklenburg and West Pomerania, Rhineland-Palatinate>> [7] ☐

School for highly gifted students [8] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 58138

Variables

p66601a	School type idealistic	pParent
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58138 And considering everything you know now: What type of school will <target child's name> actually attend after elementary school?*Do not read out – categorize answer.*Hauptschule [school for basic secondary education] [1] ☐Realschule [intermediate secondary school] [2] ☐Gymnasium [type of school leading to upper secondary education and Abitur] [3] ☐Comprehensive school [4] ☐Verbundene Haupt- und Realschule [type of school in Berlin, Hesse, Mecklenburg-West Pomerania and Lower Saxony offering basic and intermediate secondary education] <<also Sekundarschule, Regelschule, Mittelschule, Oberschule, Wirtschaftsschule, Regionale Schule, Regionalschule, extended Realschule, Realschule plus, Gemeinschaftsschule, Werkrealschule, district school, Mittelstufenschule, dual Oberschule>> [5] ☐Special school/special needs school <<also special needs center>> [6] ☐Orientation stage [first two years of secondary education] <<also test or remedial level e.g. in Mecklenburg and West Pomerania, Rhineland-Palatinate>> [7] ☐School for highly gifted students [8] ☐Refused [-97] ☐Don't know [-98] ☐

goto 58141Z

Variables

p66600a	School type realistic	pParent
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Condition: if (Startkohorte = K5 & h_S3TG1 <> 2)

58139 I would now like to talk about wishes and expectations regarding school-leaving qualifications. No matter which school <target child's name> is currently attending or how good his grades are: What school-leaving qualification would you like him to obtain?

Condition: if (Startkohorte = K5 & h_S3TG1 = 2)

58139 I would now like to talk about wishes and expectations regarding school-leaving qualifications. No matter which school <target child's name> is currently attending or how good her grades are: What school-leaving qualification would you like her to obtain?

Read out options. In case of questions: "Abitur" is the general university entrance qualification.

Leaving certificate from the Hauptschule [2] ☐

Qualifying leaving certificate of the Hauptschule [3] ☐

Extended Hauptschule leaving certificate/Hauptschule leaving certificate after grade 10 [4] ☐

Leaving certificate from the Realschule/secondary school [5] ☐

Fachhochschulreife [entrance qualification for universities of applied sciences]/fachgebundene Hochschulreife [subject-specific higher education entrance qualification]/Fachabitur [subject-specific higher education entrance qualification] [6] ☐

Abitur [university entrance qualification] [7] ☐

Leave school without any qualification [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 58140

Variables

p31035a	Idealistic educational aspiration - highest school-leaving qualification	pParent
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58126 What grade is <name of target child> in currently?

In some schools, there are school entrance stages or phases. No grade-specific classes are formed, but teaching is done across several grades, usually the first and second grade together. Sometimes there even is a flexible retention time of up to three years of school attendance. Parents can therefore not always specify the class. Grade level is equivalent to grade.

School entrance stage [0]	<input type="checkbox"/>
1st grade [1]	<input type="checkbox"/>
2nd grade [2]	<input type="checkbox"/>
3rd grade [3]	<input type="checkbox"/>
4th grade [4]	<input type="checkbox"/>
5th grade [5]	<input type="checkbox"/>
6th grade [6]	<input type="checkbox"/>
7th grade [7]	<input type="checkbox"/>
8th grade [8]	<input type="checkbox"/>
9th grade [9]	<input type="checkbox"/>
10th grade [10]	<input type="checkbox"/>
11th grade [11]	<input type="checkbox"/>
12th grade [12]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (58126 <> 0) goto 58104 if (58126 = 0) goto 58142	

Variables

p723400	Attended grade level	pParent
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Condition: if (Erstbefragte = 1)

58104 Did <name of target child> ever repeat a school year or was held back?

Condition: if (Erstbefragte = 2)

58104 Did <name of target child> repeat a school year or was held back since our last interview in <intdatm_strPRE / intjPRE>?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (58104 = 1) goto 58105

if (58104 <> 1) & (Förderschuleltern = 2) goto 58106

if (58104 <> 1) & (Erstbefragte = 2) & (Förderschuleltern = 1) goto 58116

if (58104 <> 1) & (Erstbefragte = 1) & (Förderschuleltern = 1) & (ANY(57112 = 4)) goto 58143

if (58104 <> 1) & (Erstbefragte = 1) & (Förderschuleltern = 1) & (ALL(57112 <> 4)) goto 58108

Variables

p725000	Held back/repeated grade	pParent
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58105 [MF] Which school year did <target child's name> repeat?

Do not read options aloud, multiple answers possible. Grade level is equivalent to grade.

	Not specified [0]	Specified [1]
1: 1st grade	<input type="checkbox"/>	<input type="checkbox"/>
2: 2nd grade	<input type="checkbox"/>	<input type="checkbox"/>
3: 3rd grade	<input type="checkbox"/>	<input type="checkbox"/>
4: 4th grade	<input type="checkbox"/>	<input type="checkbox"/>
5: 5th grade	<input type="checkbox"/>	<input type="checkbox"/>
6: 6th grade	<input type="checkbox"/>	<input type="checkbox"/>
7: 7th grade	<input type="checkbox"/>	<input type="checkbox"/>
8: 8th grade	<input type="checkbox"/>	<input type="checkbox"/>
9: 9th grade	<input type="checkbox"/>	<input type="checkbox"/>
10: 10th grade	<input type="checkbox"/>	<input type="checkbox"/>
11: 11th grade	<input type="checkbox"/>	<input type="checkbox"/>
12: 12th grade	<input type="checkbox"/>	<input type="checkbox"/>
Refused	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

if (Startkohorte = 2) goto 58106

if (Startkohorte = K5 & Erstbefragte = 2 & Förderschuleltern = 2) goto 58106

if (Startkohorte = K5 & Erstbefragte = 2 & Förderschuleltern = 1) goto 58116

if (Startkohorte = K5 & Erstbefragte = 1 & Förderschuleltern = 2) goto 58106

if (Startkohorte = K5 & Erstbefragte = 1 & Förderschuleltern = 1 & ANY(57112 = 4)) goto 58143

if (Startkohorte = K5 & Erstbefragte = 1 & Förderschuleltern = 1 & ALL(57112 <> 4)) goto 58108

asjwdhk_1 1: 1. Klasse
 asjwdhk_2 2: 2. Klasse
 asjwdhk_3 3: 3. Klasse
 asjwdhk_4 4: 4. Klasse
 asjwdhk_5 5: 5. Klasse
 asjwdhk_6 6: 6. Klasse
 asjwdhk_7 7: 7. Klasse
 asjwdhk_8 8: 8. Klasse
 asjwdhk_9 9: 9. Klasse
 asjwdhk_10 10: 10. Klasse
 asjwdhk_11 11: 11. Klasse
 asjwdhk_12 12: 12. Klasse
 asjwdhk_vw: verweigert
 asjwdhk_wn: weiß nicht
 [0: nicht genannt]
 [1: genannt]
 BUTTONS: verweigert [asjwdhk_vw], weiß nicht [asjwdhk_wn]

Variables		
p725001	Repeated grade levels: 1st grade	pParent
p725002	Repeated grade levels: 2nd grade	pParent
p725003	Repeated grade levels: 3rd grade	pParent
p725004	Repeated grade levels: 4th grade	pParent
p725005	Repeated grade levels: 5th grade	pParent
p725006	Repeated grade levels: 6th grade	pParent
p725007	Repeated grade levels: 7th grade	pParent
p725008	Repeated grade levels: 8th grade	pParent
p725009	Repeated grade levels: 9th graded	pParent
p725010	Repeated grade levels: 10th grade	pParent
p725011	Repeated grade levels: 11th grade	pParent
p725012	Repeated grade levels: 12th grade	pParent

Condition: if (Erstbefragte = 1)

58106 Did <name of target child> ever skip a school year?

Condition: if (Erstbefragte = 2)

58106 Did <name of target child> skip a grade since our last interview in <intmpRE/intjPRE>?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (58106 = 1) goto 58107
 if (58106 <> 1 & Startkohorte = 2) goto 58142
 if (58106 <> 1 & (Startkohorte = K5) & Erstbefragte = 1 & ((ANY((57116 = 1) & (57112 <> 1, 2))) OR (ALL(57116 <> 1))) goto 58108
 if (58106 <> 1 & (Startkohorte = K5) & Erstbefragte = 1 & ((ANY((57116 = 1) & (57112 = 1, 2))) goto 58142
 if (58106 <> 1 & (Startkohorte = K5) & Erstbefragte = 2) goto 58116

Variables		
p726000	Skipped grade	pParent

58107 [MF] Which school year did <target child's name> skip?

Do not read options aloud, multiple answers possible. Grade level is equivalent to grade.

	Not specified [0]	Specified [1]
1: 1st grade	<input type="checkbox"/>	<input type="checkbox"/>
2: 2nd grade	<input type="checkbox"/>	<input type="checkbox"/>
3: 3rd grade	<input type="checkbox"/>	<input type="checkbox"/>
4: 4th grade	<input type="checkbox"/>	<input type="checkbox"/>
5: 5th grade	<input type="checkbox"/>	<input type="checkbox"/>
6: 6th grade	<input type="checkbox"/>	<input type="checkbox"/>
7: 7th grade	<input type="checkbox"/>	<input type="checkbox"/>
8: 8th grade	<input type="checkbox"/>	<input type="checkbox"/>
9: 9th grade	<input type="checkbox"/>	<input type="checkbox"/>
10: 10th grade	<input type="checkbox"/>	<input type="checkbox"/>
11: 11th grade	<input type="checkbox"/>	<input type="checkbox"/>
12: 12th grade	<input type="checkbox"/>	<input type="checkbox"/>
Refused	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

if (Startkohorte = 2) goto 58142

if ((Startkohorte = K5) & Erstbefragte = 2) goto 58116

if ((Startkohorte = K5) & Erstbefragte = 1) goto 58108

ASQU_1 1: 1. Klasse

ASQU_2 2: 2. Klasse

ASQU_3 3: 3. Klasse

ASQU_4 4: 4. Klasse

ASQU_5 5: 5. Klasse

ASQU_6 6: 6. Klasse

ASQU_7 7: 7. Klasse

ASQU_8 8: 8. Klasse

ASQU_9 9: 9. Klasse

ASQU_10 10: 10. Klasse

ASQU_11 11: 11. Klasse

ASQU_12 12: 12. Klasse

ASQU_vw: verweigert

ASQU_wn: weiß nicht

[0: nicht genannt]

[1: genannt]

BUTTONS: verweigert [ASQU_vw], weiß nicht [ASQU_wn]

Variables

p726001	TC Grade skipped, which one? 1st grade	pParent
p726002	TC Grade skipped, which one? 2nd grade	pParent
p726003	TC Grade skipped, which one? 3rd grade	pParent
p726004	TC Grade skipped, which one? 4th grade	pParent
p726005	TC Grade skipped, which one? 5th grade	pParent
p726006	TC Grade skipped, which one? 6th grade	pParent
p726007	TC Grade skipped, which one? 7th grade	pParent
p726008	TC Grade skipped, which one? 8th grade	pParent
p726009	TC Grade skipped, which one? 9th grade	pParent
p726010	TC Grade skipped, which one? 10th grade	pParent
p726011	TC Grade skipped, which one? 11th grade	pParent
p726012	TC Grade skipped, which one? 12th grade	pParent

58108 If you think back now to the transition after elementary school: Was a particular secondary school or a particular course of education recommended for <name of target child> in the 4th or 6th grade?

If the respondent indicates that there was no recommendation for a secondary school (elementary school not finished), please use the BUTTON! What is meant here is the written recommendation of the school or, if such is not available, an oral recommendation of a single teacher in a parent-teacher conversation.

Yes [1] ☐

No [2] ☐

not true [-93] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (58108 = 1) goto 58109

if (58108 = 2, -93, -97, -98) & (Förderschuleltern = 2) goto 58142

if (58108 = 2, -93, -97, -98) & (Förderschuleltern = 1) goto 58143

Variables

p727000	Recommendation secondary school or course of education	pParent
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58109 To what type of school or course of education did it apply?

Do not read out - categorize answer. If two answers are given: Enter the first answer here, the second will be treated in the next question. Here we mean a written recommendation from the school or, if such is not available, an oral recommendation from a single teacher during a parent-teacher discussion.

Hauptschule [school for basic secondary education] [1] ☐

Realschule [intermediate secondary school] [2] ☐

Gymnasium [type of school leading to upper secondary education and Abitur] [3] ☐

Integrated Gesamtschule [basic and intermediate secondary school, in some states also elementary and upper] with inclusion [4] ☐

Verbundene Haupt- und Realschule [type of school in Berlin, Hesse, Mecklenburg-West Pomerania and Lower Saxony offering basic and intermediate secondary education] <<also Gemeinschaftsschule, Oberschule, district school, extended Realschule, Realschule plus, Werkrealschule, Mittelstufenschule>> [5] ☐

Mittelschule [type of school offering basic and intermediate secondary education in Saxony] (Saxony/Bavaria) [6] ☐

Regelschule [basic and intermediate secondary school in Thuringia] (Thuringia) [7] ☐

Regionale Schule [type of school in Mecklenburg-West Pomerania offering basic and intermediate secondary education] (Rhineland Palatinate) [8] ☐

Sekundarschule [type of school in Bremen and Saxony-Anhalt offering basic and intermediate secondary education] (Bremen, NRW) [9] ☐

Remedial level (Hesse) [10] ☐

Special school [11] ☐

Orientation stage [first two years of secondary education] [12] ☐

School for highly gifted students [13] ☐

Gemeinschaftsschule [type of Gesamtschule in Schleswig-Holstein] (NRW) [14] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 58121

Variables

p727001

Recommendation secondary school or course of education, which ones?

pParent

Condition: if (58109 = 4)

58121 What kind of school was recommended?**58121 <<No question text, see interview instructions>>**

Where a second comment was made with regard to the previous question, please enter it here, if not use the button "no second comment".

Hauptschule [school for basic secondary education] [1]	<input type="checkbox"/>
Realschule [intermediate secondary school] [2]	<input type="checkbox"/>
Gymnasium [type of school leading to upper secondary education and Abitur] [3]	<input type="checkbox"/>
Integrated Gesamtschule [basic and intermediate secondary school, in some states also elementary and upper] with inclusion [4]	<input type="checkbox"/>
Verbundene Haupt- und Realschule [type of school in Berlin, Hesse, Mecklenburg-West Pomerania and Lower Saxony offering basic and intermediate secondary education] <<also Gemeinschaftsschule, Oberschule, district school, extended Realschule, Realschule plus, Werkrealschule, Mittelstufenschule>> [5]	<input type="checkbox"/>
Mittelschule [type of school offering basic and intermediate secondary education in Saxony] (Saxony/Bavaria) [6]	<input type="checkbox"/>
Regelschule [basic and intermediate secondary school in Thuringia] (Thuringia) [7]	<input type="checkbox"/>
Regionale Schule [type of school in Mecklenburg-West Pomerania offering basic and intermediate secondary education] (Rhineland Palatinate) [8]	<input type="checkbox"/>
Sekundarschule [type of school in Bremen and Saxony-Anhalt offering basic and intermediate secondary education] (Bremen, NRW) [9]	<input type="checkbox"/>
Remedial level (Hesse) [10]	<input type="checkbox"/>
Special school [11]	<input type="checkbox"/>
Orientation stage [first two years of secondary education] [12]	<input type="checkbox"/>
School for highly gifted students [13]	<input type="checkbox"/>
Gemeinschaftsschule [type of Gesamtschule in Schleswig-Holstein] (NRW) [14]	<input type="checkbox"/>
No second response [-20]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if ((Startkohorte = K5) & Förderschuleltern = 1) goto 58143 if ((Startkohorte = K5) & Förderschuleltern = 2) goto 58142	

Variables

p727002	Recommendation secondary school or course of education, further ones?	pParent
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58142 Is your child !!currently!! receiving particular support from a special needs teacher at school?

If there are any questions about what special needs teachers are: These are teachers who have been trained to offer particular support to students who have learning disabilities, hearing defects, behavioral problems, speech impediments, or who are visually impaired or physically disabled. If there are any questions: There are schools where a special needs teacher comes into the classroom on a regular basis to offer assistance to those students who are in particular need of it. If this is the case for your child, I can make a note of this here [[Interviewer: Please press "whole class receives special needs lessons" button]].

Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Whole class receives special needs lessons [-20]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 58143	

Variables		
p190100	Current special needs education	pParent

Condition: if ((Startkohorte = K5) & Förderschuleltern = 2) OR (Startkohorte = 2)

58143 Regardless of this, does your child !!currently!! have any special educational needs (SEN)? This means that a special needs teacher has assessed your child's learning capabilities.

Condition: if ((Startkohorte = K5) & Förderschuleltern = 1)

58143 Does your child !!currently!! have any special educational needs (SEN)? This means that a special needs teacher has assessed your child's learning capabilities.

If there are any questions about what special needs teachers are: These are teachers who have been trained to offer particular support to students who have learning disabilities, hearing defects, behavioral problems, speech impediments, or who are visually impaired or physically disabled. If there are any questions: Dyscalculia, dyslexia and being highly-gifted are not special educational needs. If an assessment was issued some time ago and it is still valid, your child has special educational needs.

Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (58143 = 1) goto 58144 if (58143 <> 1) goto 58153	

Variables		
p190200	Diagnosis of special educational needs	pParent

58144 [MF] Which areas were covered in this assessment?

By this I mean which special needs areas were described in this assessment.

	Not specified [0]	Specified [1]
1: ...learning (learning disability)?	<input type="checkbox"/>	<input type="checkbox"/>
2: ...speech (speech impediment, language difficulties)?	<input type="checkbox"/>	<input type="checkbox"/>
3: ...physical and motor development (physically disabled)?	<input type="checkbox"/>	<input type="checkbox"/>
4: ...emotional and social development (behavior)?	<input type="checkbox"/>	<input type="checkbox"/>
5: ...mental development (mentally disabled)?	<input type="checkbox"/>	<input type="checkbox"/>
6: ...sight (visually impaired, blind)?	<input type="checkbox"/>	<input type="checkbox"/>
7: ...hearing (hearing defect, hard of hearing, deaf)?	<input type="checkbox"/>	<input type="checkbox"/>
8: ...autism?	<input type="checkbox"/>	<input type="checkbox"/>
9: ...other special educational needs?	<input type="checkbox"/>	<input type="checkbox"/>
Refused	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

if (IntFös03_09=1) goto 58145

if (IntFös03_09 <> 1) goto 58112

IntFös03_01 1: ...Lernen (Lernbehinderung)?

IntFös03_02 2: ...Sprache (Sprachbehinderung, Sprachschwierigkeiten)?

IntFös03_03 3: ...körperliche und motorische Entwicklung (Körperbehinderung)?

IntFös03_04 4: ...emotionale und soziale Entwicklung (Verhalten)?

IntFös03_05 5: ...geistige Entwicklung (geistige Behinderung)?

IntFös03_06 6: ...Sehen (Sehbehinderung, Blinde)?

IntFös03_07 7: ...Hören (Hörbehinderung, Schwerhörige, Gehörlose)?

IntFös03_08 8: ...Autismus?

IntFös03_09 9: ...anderer Förderbedarf?

IntFös03_vw: verweigert

IntFös03_wn: weiß nicht

[0: nicht genannt]

[1: genannt]

BUTTONS: verweigert [IntFös03_vw], weiß nicht [IntFös03_wn]

Variables

p19020a	Type of special educational needs: Learning	pParent
p19020b	Type of special educational needs: Speech	pParent
p19020c	Type of special educational needs: Physical development	pParent
p19020d	Type of special educational needs: Behavior	pParent
p19020e	Type of special educational needs: Mental development	pParent
p19020f	Type of special educational needs: Sight	pParent
p19020g	Type of special educational needs: Hearing	pParent
p19020h	Type of special educational needs: Autism	pParent
p19020i	Type of special educational needs: Other needs	pParent

58145 As this type of special educational needs is not on my list, I would like to enter its exact name!

Please enter type of special educational needs (no abbreviations)



goto 58112

Variables

p19020j_O

Special educational needs OPEN

pParent

58112 When were the special educational needs of <name of target child> determined? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 1 - 12

|_|_|_|_|_|_| Year

goto 58154

Variables

p72802m

Date of determination of special educational needs (month)

pParent

p72802y

Date of determination of special educational needs (year)

pParent

58153 I would now like to talk about school. Does <target child's name> spend time with students !!with!! special educational needs?

Yes [1]

☐

No [2]

☐

Refused
[-97]

☐

Don't know [-98]

☐

if (58153 = 1) goto 58155

if (58153 <> 1) goto 58159

Variables

p190300

Joint lessons with children with SEN

pParent

58154	I would now like to talk about school. Does <target child's name> spend time with students !!without!! special educational needs?
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (58154 = 1) goto 58164 if (58154 <> 1) goto 58160	

Variables		
p190310	Joint lessons with children without SEN	pParent

58155	Does <target child's name> always or almost always have joint lessons with students !!with!! special educational needs?
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (58155 = 1) goto 58159 if (58155 <> 1) goto 58161	

Variables		
p19030a	Scope of joint lessons with children with SEN: Always or almost always	pParent

58161	Does <target child's name> have !!occasional joint lessons!! with students with special educational needs, e.g. in art, music or sports?
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 58162	

Variables		
p19030b	Scope of joint lessons with children with SEN: Occasional joint lessons	pParent

58162	Does <target child's name> take part in joint school activities !!several times per month!! with students with special educational needs, e.g. after-school clubs?
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (58162 =1) goto 58159 if (58162 <>1) goto 58163	

Variables		
p19030c	Scope of joint lessons with children with SEN: Several times per month	pParent

58163	Does <target child's name> take part in joint school activities !!several times per year!! with students with special educational needs, e.g. trips or school festivities?
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 58159	

Variables		
p19030d	Scope of joint lessons with children with SEN: Trips	pParent

58164	Does <target child's name> always or almost always have joint lessons with students !!without!! special educational needs?
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (58164 = 1) goto 58160 if (58164 <> 1) goto 58156	

Variables		
p19031a	Scope of joint lessons with children without SEN: Always or almost always	pParent

58156	Does <target child's name> have !!occasional joint lessons!! with students without special educational needs, e.g. in art, music or sports?
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 58157	

Variables		
p19031b	Scope of joint lessons with children without SEN: Occasional joint lessons	pParent

58157	Does <target child's name> take part in joint school activities !!several times per month!! with students without special educational needs, e.g. after-school clubs?
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (58157 =1) goto 58160 if (58157 <>1) goto 58158	

Variables		
p19031c	Scope of joint lessons with children without SEN: Several times per month	pParent

58158	Does <target child's name> take part in joint school activities !!several times per year!! with students without special educational needs, e.g. trips or school festivities?
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 58160	

Variables		
p19031d	Scope of joint lessons with children without SEN: Trips	pParent

58159	Does <target child's name> spend time with students with special educational needs !! outside of school!!, e.g. in after-school supervision or in his/her free time?
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 58115	

Variables		
p19030e	Out-of-school contact with children with SEN	pParent

58160	Does <target child's name> spend time with students without special educational needs !!outside of school!!, e.g. in after-school supervision or in his/her free time?
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 58115	

Variables		
p19031e	Out-of-school contact with children without SEN	pParent

58115	Was <name of target child> diagnosed with a reading-spelling weakness, also called dyslexia?
<i>Also called LRS. This may be attributable to a grade suspension in the subject German.</i>	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 58151	

Variables		
p728050	Determination LRS	pParent

58151	Has <target child's name> been diagnosed with a mathematical disability, also known as dyscalculia?	
Yes [1]	<input type="checkbox"/>	
No [2]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
goto 58116		
Variables		
p728060	Diagnosed with dyscalculia	pParent

8 Coping with school days

48102	Now I would like to ask you some questions about <name of target child>'s school day. To what extent do the following statements apply to <name of target child>? <name of target child> likes going to school.	
<i>Read options aloud.</i>		
Does not apply at all [1]	<input type="checkbox"/>	
Does not really apply [2]	<input type="checkbox"/>	
Applies to some extent [3]	<input type="checkbox"/>	
Applies completely [4]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
goto 48103		
Variables		
pb00020	Joy of learning 1 - Child enjoys going to school.	pParent

Condition: if (h_S3TG1 <> 2)

48103 [NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> handles his work material with care.

Condition: if (h_S3TG1 = 2)

48103 [NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> handles her work material with care.

Only read out options if necessary.

Does not apply at all [1] ☐

Does not really apply [2] ☐

Applies to some extent [3] ☐

Applies completely [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 48106

Variables

pb00030	Readiness for exertion 1 - Child handles work material with care.	pParent
---------	---	---------

48106 [NCS] Now I would like to ask you some questions about <name of target child>'s school day. To what extent do the following statements apply to <name of target child>? <name of target child> thinks school is fun.

Read options aloud only if necessary.

Does not apply at all [1] ☐

Does not really apply [2] ☐

Applies to some extent [3] ☐

Applies completely [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 48107

Variables

pb00060	Joy of learning 2 - Child has fun at school.	pParent
---------	--	---------

Condition: if (h_S3TG1 <> 2)

48107 [NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> does all his work very carefully.

Condition: if (h_S3TG1 = 2)

48107 [NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> does all her work very carefully.

Only read out options if necessary.

Does not apply at all [1] ☐Does not really apply [2] ☐Applies to some extent [3] ☐Applies completely [4] ☐Refused [-97] ☐Don't know [-98] ☐

goto 48111

Variables

pb00070	Readiness for exertion 2 - Child completes all tasks with great care.	pParent
---------	---	---------

48111 [NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> enjoys learning at school.

Only read out options if necessary.

Does not apply at all [1] ☐Does not really apply [2] ☐Applies to some extent [3] ☐Applies completely [4] ☐Refused [-97] ☐Don't know [-98] ☐

goto 48112

Variables

pb00100	Likes learning 3 - Child enjoys learning in school a lot.	pParent
---------	---	---------

Condition: if (h_S3TG1 <> 2)

48112 [NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> gives up easily when he finds something difficult.

Condition: if (h_S3TG1 = 2)

48112 [NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> gives up easily when she finds something difficult.

Only read out options if necessary.

Does not apply at all [1] ☐

Does not really apply [2] ☐

Applies to some extent [3] ☐

Applies completely [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 48114

Variables

pb00110	Readiness for exertion 3 - Child gives up quickly if something is difficult.	pParent
---------	--	---------

48114 [NCS] I would now like to ask you some questions about <target child's name>'s school days. To what extent do the following statements apply to <target child's name>? <target child's name> makes an effort when the work is difficult.

Only read out options if necessary.

Does not apply at all [1] ☐

Does not really apply [2] ☐

Applies to some extent [3] ☐

Applies completely [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 48109Z

Variables

pb00130	Readiness for exertion 4 - Child makes an effort when assignments are difficult.	pParent
---------	--	---------

9 German lessons

16101 Now let's talk about the German lessons. I will now read you some statements. Please tell me whether you disagree, rather disagree, rather agree or agree. I think it is important that <name of target child> can write texts without mistakes.

Read answer options aloud.

Disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Agree [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 16104

Variables

pd0300g	German lessons agree: - important to write error-free	pParent
---------	---	---------

16104 Nowadays, good spelling knowledge is no longer that important since there are spelling aids on the computer.

Please read answer options aloud.

Disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Agree [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 16105

Variables

pd0400g	German lessons-agree: less important write error-free, computer aids	pParent
---------	--	---------

Condition: if (h_S3TG1 <> 2)

16105 <name of target child> can only then learn a lot, if he also likes to read.

Condition: if (h_S3TG1 = 2)

16105 <name of target child> can only then learn a lot, if she also likes to read.

Read answer options aloud if necessary.

Disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Agree [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 16106

Variables

pd0500g	German lessons - agree: TC can only learn a lot if he/she likes to read	pParent
---------	---	---------

Condition: if (h_S3TG1 <> 2)

16106 Only if <name of target child> can read well, will he have good career opportunities later.

Condition: if (h_S3TG1 = 2)

16106 Only if <name of target child> can read well, will she have good career opportunities later.

Read answer options aloud if necessary.

Disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Agree [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 16100

Variables

pd0600g	German lessons - agree: only good career prospects if TC reads a lot	pParent
---------	--	---------

16100 <name of target child> should work hard in German class.

Read answer options aloud if necessary.

Disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Agree [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 16103

Variables

pd0100g	German lessons - agree: TC should work hard in German class	pParent
---------	---	---------

16103 <name of target child> should learn how to search for information on the internet in German class.

Read answer options aloud if necessary.

Disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Agree [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 16108Z

Variables

pd0200g	German lessons - agree: should learn to search the internet in German class	pParent
---------	---	---------

10 Tutoring

14100 Now I would like to move on to the subject of private tuition. Does <target child's name> currently receive private tuition?		
<i>Private tuition includes all external educational, systematic, mainly regular support of pupils to overcome any learning issues or to improve their learning performance. Do not read out the options</i>		
Yes [1]	<input type="checkbox"/>	
No [2]	<input type="checkbox"/>	
Child is receiving irregular private tuition [-20]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
if (14100 = 1, -20) goto 14101 if (14100 = 2, -97, -98) goto 14105Z		
Variables		
p261100	Private tuition - panel questions - occurrence	pParent

14101 [MF] And in what subjects is <name of target child> receiving tutoring?

Do not read options aloud, just allocate; multiple answers possible.

	Not specified [0]	Specified [1]
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

if (PNH2p_2=1) goto 14103

if (PNH2p_2<>1) goto 14104

PNH2p_1 1: Mathematik

PNH2p_2 2: Deutsch

PNH2p_3 3: Englisch

PNH2p_4 4: Französisch

PNH2p_5 5: Latein

PNH2p_6 6: Physik

PNH2p_7 7: Chemie

PNH2p_8 8: Biologie

PNH2p_9 9: anderes Fach/andere Fächer

PNH2p_vw: verweigert

PNH2p_wn: weiß nicht

PNH2p_nd: nichts davon

[0: nicht genannt]

[1: genannt]

BUTTONS: verweigert (PNH2p_vw), weiß nicht (PNH2p_wn), nichts davon (PNH2p_nd)

Variables		
p262101	Tutoring - panel questions - subject: math	pParent
p262102	Tutoring - panel questions - subject: German	pParent
p262103	Tutoring - panel questions - subject: English	pParent
p262104	Tutoring - panel questions - subject: French	pParent
p262105	Tutoring - panel questions - subject: Latin	pParent
p262106	Tutoring - panel questions - subject: physics	pParent
p262107	Tutoring - panel questions - subject: chemistry	pParent
p262108	Tutoring - panel questions - subject: biology	pParent
p262109	Tutoring - panel questions - subject: other subject/subjects	pParent

14103 [MR] What is the main are covered in the private tuition in German?

Do not read out the options, multiple answers allowed.

	Not specified [0]	Specified [1]
1: Spelling and writing	<input type="checkbox"/>	<input type="checkbox"/>
2: Reading and understanding texts	<input type="checkbox"/>	<input type="checkbox"/>
3: Writing texts	<input type="checkbox"/>	<input type="checkbox"/>
4: Speaking and oral comprehension	<input type="checkbox"/>	<input type="checkbox"/>
5: Grammar	<input type="checkbox"/>	<input type="checkbox"/>
Refused	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>
Don't want to talk about it	<input type="checkbox"/>	<input type="checkbox"/>

goto 14104

E4_19_1 1: Rechtschreibung

E4_19_2 2: Lesen und Texte verstehen

E4_19_3 3: Textschreiben

E4_19_4 4: Sprechen und Gesprochenes verstehen

E4_19_5 5: Grammatik

E4_19_vw: verweigert

E4_19_wn weiß nicht

E4_19_nd: nichts davon

[0: nicht genannt]

[1: genannt]

BUTTONS: verweigert (E4_19_vw), weiß nicht (E4_19_wn), nichts davon (E4_19_nd)

Variables

pd0100n	Content of private tuition in German: spelling and writing	pParent
pd0200n	Content of private tuition in German: reading and understanding texts	pParent
pd0300n	Content of private tuition in German: writing texts	pParent
pd0400n	Content of private tuition in German: Speaking and oral comprehension	pParent
pd0500n	Content of private tuition: Grammar	pParent

14104 And how many hours in total per week does this private tuition comprise in a normal school week?

If asked: "A normal school week means not during the holidays, or at times when no private tuition takes place for other reasons." Where several subjects are given: "please add all the hours together."

|__|__| Hours per week

Child is receiving irregular private tuition [-20]

☐

Range: 0 - 99

goto 14105Z

Variables

p261101	Private tuition - panel questions - scope	pParent
---------	---	---------

11 Support

Condition: if (h_S3TG1 <> 2)

17101 The following questions are about how often you support <name of target child> in school work. How frequently do you purchase additional learning materials or books for <name of target child> in order to support his learning?

Condition: if (h_S3TG1 = 2)

17101 The following questions are about how often you support <name of target child> in school work. How frequently do you purchase additional learning materials or books for <name of target child> in order to support her learning?

Read answer options aloud.

Never [1] ☐

Rarely [2] ☐

Sometimes [3] ☐

Often [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 17102

Variables

pd0200u	Support - frequency: purchasing additional study materials for TC	pParent
---------	---	---------

17102 How often, together with <name of target child>, do you search for information on the internet for school classes?

Read answer options aloud.

Never [1] ☐

Rarely [2] ☐

Sometimes [3] ☐

Often [4] ☐

No internet available [-20] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 17103

Variables

pd0300u	Support - frequency: look together with TC for information on the internet	pParent
---------	--	---------

17103 How often do you assist <target child's name> in preparing speeches or presentations for classes?	
<i>Read out answer options aloud if necessary.</i>	
Never [1]	<input type="checkbox"/>
Rarely [2]	<input type="checkbox"/>
Sometimes [3]	<input type="checkbox"/>
Often [4]	<input type="checkbox"/>
TC does not hold speeches or presentations [-20]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 17100	

Variables		
pd0400u	Support - frequency: Support with speeches or presentations	pParent

17100 When you read books together with the <name of target child,> how often do you talk about the content with <name of target child> afterwards?	
<i>Read out answer options aloud if necessary.</i>	
Never [1]	<input type="checkbox"/>
Rarely [2]	<input type="checkbox"/>
Sometimes [3]	<input type="checkbox"/>
Often [4]	<input type="checkbox"/>
Do not read together [-20]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 17104Z	

Variables		
pd0100u	Support - frequency: talk with TC about books we have read together	pParent

12 Family climate

80101 I will now read out different statements regarding living together in the family to you. Considering your family, please tell me if they don't apply at all, rather not apply, partly apply, rather apply, or completely apply. There is strong solidarity in our family.

Please read out instructions.

Does not apply at all [1] ☐

Does not really apply [2] ☐

Partially applies [3] ☐

Applies to some extent [4] ☐

Applies completely [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 80102

Variables

p327031	Family climate - cohesion 1: Solidarity	pParent
---------	---	---------

80102 Many interesting things happen in my family.

Please read out instructions.

Does not apply at all [1] ☐

Does not really apply [2] ☐

Partially applies [3] ☐

Applies to some extent [4] ☐

Applies completely [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 80103

Variables

p327041	Family climate – wealth of experiences 1: Interesting things happen	pParent
---------	---	---------

80103 There is a clear division of tasks in our family.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐*goto 80104***Variables**

p327051

Family climate – organization 1: Division of tasks

pParent

80104 We rarely talk about personal matters in our family.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐*goto 80105***Variables**

p327032

Family climate – cohesion 2: Rare talks about personal matters

pParent

80105 We often have visitors in our family.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 80106

Variables

p327042 | Family climate – wealth of experiences 2: Visitors | pParent

80106 We have a clear daily routine at home.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 80107

Variables

p327052 | Family climate – organization 2: Daily routine | pParent

80107 We address what bothers us among each other in our family.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 80108

Variables

p327033

Family climate – cohesion 3: Addressing bother

pParent

80108 Weekends are often pretty boring at home.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 80109

Variables

p327043

Family climate – wealth of experiences 3: Boring weekends

pParent

80109 It is difficult to determine what rules apply in our family.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 80110

Variables

p327053	Family climate – organization 3: Unclear rules	pParent
---------	--	---------

80110 The members of our family have a close emotional bond in our family.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 80111

Variables

p327034	Family climate – cohesion 4: Close bond	pParent
---------	---	---------

80111 We often do something together with friends in our family.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 80112

Variables

p327044

Family climate – wealth of experiences 4: Doing something with friends

pParent

80112 Everybody knows for what tasks he/she is responsible in our family.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 80113

Variables

p327054

Family climate – organization 4: Responsibilities known

pParent

80113 We openly speak about everything at home.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 80114

Variables

p327035	Family climate – cohesion 5: Open conversations	pParent
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80114 We can adjust to shifting circumstances well.*Only read out instructions again if necessary.*Does not apply at all [1] ☐Does not really apply [2] ☐Partially applies [3] ☐Applies to some extent [4] ☐Applies completely [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 80115

Variables

p327045	Family climate – wealth of experiences 5: Adjusting to circumstances	pParent
---------	--	---------

80115 There is often turmoil at home, because nothing really gets planned.		
<i>Only read out instructions again if necessary.</i>		
Does not apply at all [1]	<input type="checkbox"/>	
Does not really apply [2]	<input type="checkbox"/>	
Partially applies [3]	<input type="checkbox"/>	
Applies to some extent [4]	<input type="checkbox"/>	
Applies completely [5]	<input type="checkbox"/>	
<i>Refused</i> [-97]	<input type="checkbox"/>	
<i>Don't know</i> [-98]	<input type="checkbox"/>	
<i>goto 80116Z</i>		
Variables		
p327055	Family climate – organization 5: Lack of planning	pParent

13 Child's characteristics (Big Five)

53113 For the following opposing characteristics we would like you to indicate which is more applicable to <target child's name>. You can grade how strongly the characteristics apply using numbers from 0 to 10. A low number means the first characteristic is more applicable, and a high one means the second is more applicable. Please assess the characteristic in regard to <name of target child> from 0 "is quiet" to 10 "is talkative".

Don't read out instructions. If problems regarding the assessment arise: „Here we are looking at the overall picture of your child. Please try to evaluate the behavior of your child in everyday situations.“

Is quiet [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
Is talkative [10]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 53114	

Variables		
p66802a_g1	Big Five: extraversion	pParent
p66802a	Big Five parent assessment: Quiet/talkative	pParent

53114 [NCS] For the following opposing characteristics we would like you to indicate which is more applicable to <target child's name>. You can grade how strongly the characteristics apply using numbers from 0 to 10. A low number means the first characteristic is more applicable, and a high one means the second is more applicable. From 0 "is untidy" to 10 "is tidy".

Don't read out instructions. If problems regarding the assessment arise: „Here we are looking at the overall picture of your child. Please try to evaluate the behavior of your child in everyday situations.“

...is disorganized [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
...is organized [10]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
goto 53115	

Variables		
p66802b_g1	Big Five: Conscientiousness	pParent
p66802b	Big Five parent assessment: Untidy/tidy	pParent

53115 [NCS] For the following opposing characteristics we would like you to indicate which is more applicable to <target child's name>. You can grade how strongly the characteristics apply using numbers from 0 to 10. A low number means the first characteristic is more applicable, and a high one means the second is more applicable. From 0 "is good-natured" to 10 "is irritable".

Don't read out instructions. If problems regarding the assessment arise: „Here we are looking at the overall picture of your child. Please try to evaluate the behavior of your child in everyday situations.“

...is even-tempered [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
...is irritable [10]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 53116	

Variables		
p66802c_g1	Big Five: Agreeableness	pParent
p66802c	Big Five parent assessment: Good-natured/irritable	pParent

53116 [NCS] For the following opposing characteristics we would like you to indicate which is more applicable to <target child's name>. You can grade how strongly the characteristics apply using numbers from 0 to 10. A low number means the first characteristic is more applicable, and a high one means the second is more applicable. From 0 "has little interest" to 10 "hungry for knowledge".

Don't read out instructions. If problems regarding the assessment arise: „Here we are looking at the overall picture of your child. Please try to evaluate the behavior of your child in everyday situations.“

...is uninterested [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
...is hungry for knowledge [10]	<input type="checkbox"/>
<i>Refused [-97]</i>	<input type="checkbox"/>
<i>Don't know [-98]</i>	<input type="checkbox"/>
<i>goto 53117</i>	

Variables		
p66802d_g1	Big Five: Openness/intellect	pParent
p66802d	Big Five parent assessment: Has little interest/hungry for knowledge	pParent

53117 [NCS] For the following opposing characteristics we would like you to indicate which is more applicable to <target child's name>. You can grade how strongly the characteristics apply using numbers from 0 to 10. A low number means the first characteristic is more applicable, and a high one means the second is more applicable. From 0 "lacks confidence" to 10 "is confident".

Don't read out instructions. If problems regarding the assessment arise: „Here we are looking at the overall picture of your child. Please try to evaluate the behavior of your child in everyday situations.“

Lacks confidence [0] ☐

1 [1] ☐

2 [2] ☐

3 [3] ☐

4 [4] ☐

5 [5] ☐

6 [6] ☐

7 [7] ☐

8 [8] ☐

9 [9] ☐

Is confident [10] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 53118

Variables

p66802e_g1	Big Five: Neuroticism	pParent
p66802e	Big Five parent assessment: Lacks confidence/is confident	pParent

53118 [NCS] For the following opposing characteristics we would like you to indicate which is more applicable to <target child's name>. You can grade how strongly the characteristics apply using numbers from 0 to 10. A low number means the first characteristic is more applicable, and a high one means the second is more applicable. From 0 "is reserved" to 10 "is sociable".

Don't read out instructions. If problems regarding the assessment arise: „Here we are looking at the overall picture of your child. Please try to evaluate the behavior of your child in everyday situations.“

...is reserved [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
...is gregarious [10]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 53119	

Variables		
p66802f	Big Five parent assessment: Reserved/sociable	pParent

53119 [NCS] For the following opposing characteristics we would like you to indicate which is more applicable to <target child's name>. You can grade how strongly the characteristics apply using numbers from 0 to 10. A low number means the first characteristic is more applicable, and a high one means the second is more applicable. From 0 "is easily distracted" to 10 "can concentrate".

Don't read out instructions. If problems regarding the assessment arise: „Here we are looking at the overall picture of your child. Please try to evaluate the behavior of your child in everyday situations.“

Is easily distracted [0] ☐

1 [1] ☐

2 [2] ☐

3 [3] ☐

4 [4] ☐

5 [5] ☐

6 [6] ☐

7 [7] ☐

8 [8] ☐

9 [9] ☐

Is focused [10] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 53120

Variables

p66802g	Big Five parent assessment: Easily distracted/focused	pParent
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53120 [NCS] For the following opposing characteristics we would like you to indicate which is more applicable to <target child's name>. You can grade how strongly the characteristics apply using numbers from 0 to 10. A low number means the first characteristic is more applicable, and a high one means the second is more applicable. From 0 "is stubborn" to 10 "is obedient".

Don't read out instructions. If problems regarding the assessment arise: „Here we are looking at the overall picture of your child. Please try to evaluate the behavior of your child in everyday situations.“

...is defiant [0]	<input type="checkbox"/>
1 [1]	<input type="checkbox"/>
2 [2]	<input type="checkbox"/>
3 [3]	<input type="checkbox"/>
4 [4]	<input type="checkbox"/>
5 [5]	<input type="checkbox"/>
6 [6]	<input type="checkbox"/>
7 [7]	<input type="checkbox"/>
8 [8]	<input type="checkbox"/>
9 [9]	<input type="checkbox"/>
...is docile [10]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 53121	

Variables		
p66802h	Big Five parent assessment: Stubborn/obedient	pParent

53121 [NCS] For the following opposing characteristics we would like you to indicate which is more applicable to <target child's name>. You can grade how strongly the characteristics apply using numbers from 0 to 10. A low number means the first characteristic is more applicable, and a high one means the second is more applicable. From 0 "needs more time" to 10 "understands quickly".

Don't read out instructions. If problems regarding the assessment arise: „Here we are looking at the overall picture of your child. Please try to evaluate the behavior of your child in everyday situations.“

Needs more time [0] ☐

1 [1] ☐

2 [2] ☐

3 [3] ☐

4 [4] ☐

5 [5] ☐

6 [6] ☐

7 [7] ☐

8 [8] ☐

9 [9] ☐

Understands quickly [10] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 53122

Variables

p66802i	Big Five parental assessment: Needs more time/understands quickly	pParent
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53122 [NCS] For the following opposing characteristics we would like you to indicate which is more applicable to <target child's name>. You can grade how strongly the characteristics apply using numbers from 0 to 10. A low number means the first characteristic is more applicable, and a high one means the second is more applicable. From 0 "is not anxious" to 10 "is anxious".		
<i>Don't read out instructions. If problems regarding the assessment arise: „Here we are looking at the overall picture of your child. Please try to evaluate the behavior of your child in everyday situations.“</i>		
Doesn't worry [0]		<input type="checkbox"/>
1 [1]		<input type="checkbox"/>
2 [2]		<input type="checkbox"/>
3 [3]		<input type="checkbox"/>
4 [4]		<input type="checkbox"/>
5 [5]		<input type="checkbox"/>
6 [6]		<input type="checkbox"/>
7 [7]		<input type="checkbox"/>
8 [8]		<input type="checkbox"/>
9 [9]		<input type="checkbox"/>
Worries [10]		<input type="checkbox"/>
Refused [-97]		<input type="checkbox"/>
Don't know [-98]		<input type="checkbox"/>
goto 53123Z		
Variables		
p66802j	Big Five parental assessment: Not anxious/anxious	pParent

14 Learning opportunities

Condition: (h_S3TG1 = 2)

88011 Many children are given homework, i.e. work that is given to them during class, but is to be done outside of class. I would now like to know how this is for <target child's name>. If you consider a normal school day, how many minutes does <target child's name> spend doing her homework each day?

Condition: (h_S3TG1 <> 2)

88011 Many children are given homework, i.e. work that is given to them during class, but is to be done outside of class. I would now like to know how this is for <target child's name>. If you consider a normal school day, how many minutes does <target child's name> spend doing his homework each day?

If there is no homework, please enter 0.

|_|_|_| Minutes per day

Range: 0 - 480

goto 88012

Variables

pc0304m	Time spent on homework Target child per day	pParent
---------	---	---------

88012 Apart from homework, how many minutes does <target child's name> spend each day on other school exercises?

If the child doesn't do any other school exercises, please enter 0.

|_|_|_| Minutes per day

Range: 0 - 480

if (88011 = 0, -97, -98) & (88012 = 0, -97, -98) goto 88016Z if (88011 = 0,-97,-98) & (88012>0) goto 88014 if (88011 > 0) goto 88013

Variables

pc0305m	Time spent on other school exercises Target child per day	pParent
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Condition: (h_S3TG1 = 2)

88013 How often do you assist <target child's name> with her homework, i.e. explain it, check it or just sit with him while he does it?

Condition: (h_S3TG1 <> 2)

88013 How often do you assist <target child's name> with his homework, i.e. explain it, check it or just sit with him while he does it?

Please read out options. If the respondent indicates that the child doesn't need any help or that other people help, please use the appropriate buttons.

Never [1] ☐

Seldom [2] ☐

Sometimes [3] ☐

Often [4] ☐

Always [5] ☐

Other people help [-21] ☐

No help needed [-20] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (88012 = 0, -97, -98) & (88013 = 1, -97, -98, -20, -21) goto 88016Z

if (88012 = 0, -97, -98) & (88013 > 1) goto 88015

if (88012 > 0) goto 88014

Variables

pc03060

Frequency Help with homework

pParent

88014 Apart from homework, how often do you help <target child's name> with other school exercises?

Please read out options. If the respondent indicates that the child doesn't need any help or that other people help, please use the appropriate buttons.

Never [1] ☐

Seldom [2] ☐

Sometimes [3] ☐

Often [4] ☐

Always [5] ☐

Other people help [-21] ☐

No help needed [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (88013 = 1, -97, -98, -20, -21) & (88014 = 1, -97, -98, -20, -21) goto 88016Z

if (88011 = 0, -97, -98) & (88014 = 1, -97, -98, -20, -21) goto 88016Zif (88013 > 1) & (88014 = 1, -97, -98, -20, -21) goto 88015

if (88014 > 1) goto 88015

Variables

pc03070	Frequency Help with other school exercises	pParent
---------	--	---------

Condition: (h_S3TG1 = 2)

88015 If you now consider a typical school week, how much time do you spend helping <target child's name> with her homework and with other school exercises?

Condition: (h_S3TG1 <> 2)

88015 If you now consider a typical school week, how much time do you spend helping <target child's name> with his homework and with other school exercises?

|_|_| Hours

Range: 0 - 40

|_|_| Minutes

Range: 0 - 59

goto 88016Z

Variables

pc0306h	Time spent helping per week Hours	pParent
pc0306m	Time spent helping per week Minutes	pParent

15 Parent-child communication

89101	This is about what you talk about with your child. Let us begin with what your child tells you voluntarily. How often does <name of target child> !!voluntarily!! tell you about... .. how school was?	
<i>Please read out instructions</i>		
Never [1]	<input type="checkbox"/>	
Seldom [2]	<input type="checkbox"/>	
Sometimes [3]	<input type="checkbox"/>	
Often [4]	<input type="checkbox"/>	
Always [5]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
goto 89102		

Variables		
p282801	Parental Monitoring – telling – general school	pParent

Condition: if (h_S3TG1 <> 1)		
89102	[NCS] How often does <name of target child> !!voluntarily!! tell you about... .. how she gets along with the teachers of her school?	
Condition: if (h_S3TG1 = 1)		
89102	[NCS] How often does <name of target child> !!voluntarily!! tell you about... .. how he gets along with the teachers of his school?	
<i>Please read out instructions</i>		
Never [1]	<input type="checkbox"/>	
Seldom [2]	<input type="checkbox"/>	
Sometimes [3]	<input type="checkbox"/>	
Often [4]	<input type="checkbox"/>	
Always [5]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
goto 89103		

Variables		
p282802	Parental Monitoring – telling – getting along with teachers	pParent

Condition: if (h_S3TG1 <> 1)

89103 [NCS] How often does <name of target child> !!voluntarily!! tell you about... .. how she gets along with the other children at school?

Condition: if (h_S3TG1 = 1)

89103 [NCS] How often does <name of target child> !!voluntarily!! tell you about... .. how he gets along with the other children at school?*Read out instructions if necessary.*Never [1] ☐Seldom [2] ☐Sometimes [3] ☐Often [4] ☐Always [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 89104

Variables

p282803	Parental Monitoring – telling – getting along with children	pParent
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Condition: if (h_S3TG1 <> 1)

89104 [NCS] How often does <name of target child> !!voluntarily!! tell you about... .. the homework assigned to her?

Condition: if (h_S3TG1 = 1)

89104 [NCS] How often does <name of target child> !!voluntarily!! tell you about... .. the homework assigned to him?Never [1] ☐Seldom [2] ☐Sometimes [3] ☐Often [4] ☐Always [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 89106

Variables

p282804	Parental Monitoring – telling – homework	pParent
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Condition: if (h_S3TG1 <> 1)

89106 [NCS] How often does <name of target child> !!voluntarily!! tell you about... .. her friends?

Condition: if (h_S3TG1 = 1)

89106 [NCS] How often does <name of target child> !!voluntarily!! tell you about... .. about his friends?

Read out instructions if necessary.

Never [1] ☐

Seldom [2] ☐

Sometimes [3] ☐

Often [4] ☐

Always [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 89107

Variables

p282806	Parental Monitoring – telling - friends	pParent
---------	---	---------

89107 Now please tell me: How often do you !!ask!! <name of target child> about how school was?

Read out instructions if necessary.

Never [1] ☐

Seldom [2] ☐

Sometimes [3] ☐

Often [4] ☐

Always [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 89108

Variables

p282811	Parental Monitoring – questioning – general school	pParent
---------	--	---------

Condition: if (h_S3TG1 <> 1)

89108 [NCS] How often do you !!ask!! <name of target child> about ... how she gets along with the teachers of her school?

Condition: if (h_S3TG1 = 1)

89108 [NCS] How often do you !!ask!! <name of target child> about ... how he gets along with the teachers of his school?*Read out instructions if necessary.*Never [1] ☐Seldom [2] ☐Sometimes [3] ☐Often [4] ☐Always [5] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 89109

Variables

p282812	Parental Monitoring – questioning – getting along with teachers	pParent
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Condition: if (h_S3TG1 <> 1)

89109 [NCS] How often do you !!ask!! <name of target child> about ... how she gets along with the other children at school?

Condition: if (h_S3TG1 = 1)

89109 [NCS] How often do you !!ask!! <name of target child> about ... how he gets along with the other children at school?*Read out instructions if necessary.*Never [1] ☐Seldom [2] ☐Sometimes [3] ☐Often [4] ☐Always [5] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 89110

Variables

p282813	Parental Monitoring – questioning – getting along with children	pParent
---------	---	---------

Condition: if (h_S3TG1 <> 1)

89110 [NCS] How often do you !!ask!! <name of target child> about ... the homework assigned to her?

Condition: if (h_S3TG1 = 1)

89110 [NCS] How often do you !!ask!! <name of target child> about ... the homework assigned to him?

Read out instructions if necessary.



goto 89112

Variables

p282814	Parental Monitoring – questioning – homework	pParent
---------	--	---------

Condition: if (h_S3TG1 <> 1)

89112 [NCS] How often do you !!ask!! <name of target child> about ... her friends?

Condition: if (h_S3TG1 = 1)

89112 [NCS] How often do you !!ask!! <name of target child> about ... about his friends?

Read out instructions if necessary.

Never [1] ☐

Seldom [2] ☐

Sometimes [3] ☐

Often [4] ☐

Always [5] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 89204Z

Variables

p282816	Parental Monitoring – questioning - friends	pParent
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16 Child's characteristics (SDQ)

23001 Now I would like to ask some more questions about your views on <name of target child>. This time I will state some characteristics. I would like you to assess whether they apply to <name of target child>. Please consider the behavior of <name of target child> during the previous six months for you answer. Let us begin with the first characteristic: Considerate Regarding <name of target child>, does this characteristic not apply, partly apply, or clearly apply?

Please read out answer instructions.

Not applicable [1] ☐

Partially applicable [2] ☐

Clearly applicable [3] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 23002

Variables

p67801a	Characteristics: Considerate	pParent
p67801a_g1	SDQ-Scale: Prosocial behaviour	pParent

23002 Likes to share with other children e.g. sweets, toys, crayons etc.

Please read out the possible answers. Please also read out comments in brackets.

Not applicable [1] ☐

Partially applicable [2] ☐

Clearly applicable [3] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 23003

Variables

p67801b	Characteristic: Likes sharing	pParent
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23003 Loner: Mostly plays alone.	
<i>If needed, repeat answer instructions.</i>	
Not applicable [1]	<input type="checkbox"/>
Partially applicable [2]	<input type="checkbox"/>
Clearly applicable [3]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 23004	

Variables		
p67801c	Characteristics: Loner	pParent
p67801c_g1	SDQ-scale: problem behavior	pParent

23004 Likes to help when others are hurt, ill or upset	
<i>If needed, repeat the possible answers.</i>	
Not applicable [1]	<input type="checkbox"/>
Partially applicable [2]	<input type="checkbox"/>
Clearly applicable [3]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 23005	

Variables		
p67801d	Characteristic: Likes to help	pParent

23005 Has at least one good friend	
<i>If needed, repeat the possible answers.</i>	
Not applicable [1]	<input type="checkbox"/>
Partially applicable [2]	<input type="checkbox"/>
Clearly applicable [3]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 23006	

Variables		
p67801e	Characteristic: Has at least one good friend	pParent

23006 Generally popular with other children*If needed, repeat the possible answers.*Not applicable [1] ☐Partially applicable [2] ☐Clearly applicable [3] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 23007

Variables

p67801f	Characteristic: popular with other children	pParent
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23007 Kind to younger children*If needed, repeat the possible answers.*Not applicable [1] ☐Partially applicable [2] ☐Clearly applicable [3] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 23008

Variables

p67801g	Characteristic: kind to younger children	pParent
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23008 Is teased or victimised by others*If needed, repeat the possible answers.*Not applicable [1] ☐Partially applicable [2] ☐Clearly applicable [3] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 23009

Variables

p67801h	Characteristic: Is teased or victimised by others	pParent
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23009 Often helps others voluntarily, e.g. parents, teachers or other children	
<i>If needed, repeat the possible answers.</i>	
Not applicable [1]	<input type="checkbox"/>
Partially applicable [2]	<input type="checkbox"/>
Clearly applicable [3]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 23010	

Variables		
p67801i	Characteristic: often helps voluntarily	pParent

23010 Gets on better with adults than with other children	
<i>If needed, repeat the possible answers.</i>	
Not applicable [1]	<input type="checkbox"/>
Partially applicable [2]	<input type="checkbox"/>
Clearly applicable [3]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 23015Z	

Variables		
p67801j	Characteristic: gets on better with adults	pParent

17 Child's choice of profession

21001 Let us now talk about <name of target child>'s further school career and career choice. If it were solely up to you and your wishes: What should <name of target child> do after grade 9?

Please read out instructions; only read out the information in the brackets if necessary.

Continuing going to school [1] ☐

Do an apprenticeship or another vocational training program <<also: school-based vocational training or training at a vocational school, e.g., Fachoberschule, commercial school.>> [2] ☐

Do a career preparation program <<also: entry qualification, vocational preparatory year or basic vocational training year.>> [3] ☐

Do an internship [4] ☐

First take a job or work [5] ☐

Go abroad (e.g., student exchange) [6] ☐

A voluntary social year, federal voluntary service or voluntary military service [7] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 21002

Variables

pf00010	Desire: Further school career after grade 9	pParent
---------	---	---------

21002 And when you are realistic: What do you think <name of target child> will actually do after grade 9?		
Continuing going to school [1]	<input type="checkbox"/>	
Do an apprenticeship or another vocational training program <<also: school-based vocational training or training at a vocational school, e.g., Fachoberschule, commercial school.>> [2]	<input type="checkbox"/>	
Do a career preparation program <<also: entry qualification, vocational preparatory year or basic vocational training year.>> [3]	<input type="checkbox"/>	
Do an internship [4]	<input type="checkbox"/>	
First take a job or work [5]	<input type="checkbox"/>	
Go abroad (e.g., student exchange) [6]	<input type="checkbox"/>	
A voluntary social year, federal voluntary service or voluntary military service [7]	<input type="checkbox"/>	
<i>Refused</i> [-97]	<input type="checkbox"/>	
<i>Don't know</i> [-98]	<input type="checkbox"/>	
goto 21003		
Variables		
pf00020	Realistic: Further school career after grade 9	pParent

21003 If it were up to you, what kind of training should <target child's name> receive?		
<i>Please read out options. If the parent indicates that he/she has no opinion on this, please click "don't know".</i>		
Vocational training or apprenticeship [1]	<input type="checkbox"/>	
Full-time school-based vocational training (school-based vocational training is mainly offered for social professions such as geriatric nursing, but is also offered for technical professions such as pharmaceutical technical assistants. This also includes training at Fachoberschule and commercial school.) [2]	<input type="checkbox"/>	
A course of studies at a university of applied sciences or university [3]	<input type="checkbox"/>	
No vocational training at all [4]	<input type="checkbox"/>	
<i>Refused</i> [-97]	<input type="checkbox"/>	
<i>Don't know</i> [-98]	<input type="checkbox"/>	
goto 21050		
Variables		
p296400	Wish: What kind of training should TC receive	pParent

21050 Have you already thought about the career choice of <name of target child>?Yes [1] ☐No [2] ☐Refused
[-97] ☐Don't know [-98] ☐if (21050 = 2) goto 21054Z
if (21050 <> 2) goto 21004

Variables

p296401	Filter career choice (thought about career choice yes/no)	pParent
---------	---	---------

21004 What kind of profession do you think <target child's name> should learn?

Please record the specific choice of profession, if possible! Use the BUTTON "learn desired profession" only in case the respondent spontaneously states that the target child should learn his/her desired profession.

Learn the desired profession [-20] ☐if (21004 = -20) goto 21005
if (21004 <> -20) goto 21051
autoif (21004 = -20) 21051 = 4

Variables

p296402_O	Wish: What vocation should TC learn	pParent
-----------	-------------------------------------	---------

Condition: if (h_S3TG1 <> 2)

21051 To what extent do you agree with the following statement: <target child's name> should learn his desired profession.

Condition: if (h_S3TG1 = 2)

21051 To what extent do you agree with the following statement: <target child's name> should learn her desired profession.

Read answer categories aloud.

Completely disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Completely agree [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 21005

Variables

pf00030	Desired profession	pParent
---------	--------------------	---------

21005 I will now give you several reasons that could be important for the career choice. Please tell me how much importance you attach to the reasons for the <name of target child>'s career choice. You may differentiate between: very unimportant, rather unimportant, rather important and very important. Good prospects for a vocational training vacancy

Please repeat answer options if necessary.

Very unimportant [1] ☐

Rather unimportant [2] ☐

Rather important [3] ☐

Very important [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 21007

Variables

pf0004a	Reasons career choice importance: good prospects for vocational training vacancy	pParent
---------	--	---------

21007 Good income after vocational training or higher education*Repeat answer instructions if needed.*Very unimportant [1] ☐Rather unimportant [2] ☐Rather important [3] ☐Very important [4] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 21008

Variables

pf0004c	Reasons career choice, importance: Good income after voc. training/higher ed.	pParent
---------	---	---------

21008 Good reputation*Please repeat answer options if necessary.*Very unimportant [1] ☐Rather unimportant [2] ☐Rather important [3] ☐Very important [4] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 21009

Variables

pf0004d	Reasons career choice importance: good reputation	pParent
---------	---	---------

21009 Low risk of becoming unemployed	
<i>Please repeat answer options if necessary.</i>	
Very unimportant [1]	<input type="checkbox"/>
Rather unimportant [2]	<input type="checkbox"/>
Rather important [3]	<input type="checkbox"/>
Very important [4]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
goto 21010	

Variables		
pf0004e	Reasons career choice importance: low unemployment risk	pParent

21010 Job that is interesting and fun	
<i>Please repeat answer options if necessary.</i>	
Very unimportant [1]	<input type="checkbox"/>
Rather unimportant [2]	<input type="checkbox"/>
Rather important [3]	<input type="checkbox"/>
Very important [4]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
goto 21011	

Variables		
pf0004f	Reasons career choice importance: interesting job	pParent

21011 A lot of spare time*Please repeat answer options if necessary.*Very unimportant [1] ☐Rather unimportant [2] ☐Rather important [3] ☐Very important [4] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 21012

Variables

pf0004g	Reasons career choice importance: a lot of spare time	pParent
---------	---	---------

21012 Good advancement opportunities*Please repeat answer options if necessary.*Very unimportant [1] ☐Rather unimportant [2] ☐Rather important [3] ☐Very important [4] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 21052

Variables

pf0004h	Reasons career choice importance: good advancement opportunities	pParent
---------	--	---------

21052 Nice colleagues	
<i>Please repeat answer options if necessary.</i>	
Very unimportant [1]	<input type="checkbox"/>
Rather unimportant [2]	<input type="checkbox"/>
Rather important [3]	<input type="checkbox"/>
Very important [4]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
goto 21053	

Variables		
pf0004i	Reasons career choice importance: nice colleagues	pParent

21053 Balance family and job	
<i>Please repeat answer options if necessary.</i>	
Very unimportant [1]	<input type="checkbox"/>
Rather unimportant [2]	<input type="checkbox"/>
Rather important [3]	<input type="checkbox"/>
Very important [4]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
goto 21026	

Variables		
pf0004j	Reasons career choice importance: balance family and job	pParent

21026 If <name of target child> looks for a vocational training position, how likely is it that someone from your personal environment would inform you about vocational training opportunities? Is that very likely, rather likely, rather unlikely, or very unlikely?

Please read out instructions; only read out the following explanation if necessary. By personal environment I mean, e.g., partners, family, friends, colleagues from work, or other acquaintances. It is important that you know these persons privately and that you could contact them just like that, e.g., calling them or writing a message.

very unlikely [1] ☐

rather unlikely [2] ☐

rather likely [3] ☐

very likely [4] ☐

Not looking for vocational training position [-998] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (21026 = -998) goto 21054Z

if (21026 <> -998) goto 21027

Variables

pf00050	Probability: Personal environment informs about voc. training opportunities	pParent
---------	---	---------

21027 How likely is it that someone from your private environment would make efforts to get a vocational training vacancy for <name of target child>?

Read options aloud if necessary.

Very likely [4] ☐

Rather likely [3] ☐

Rather unlikely [2] ☐

Very unlikely [1] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 21054Z

Variables

pf00060	Likelihood: Private environment makes efforts to get a vocational training vacancy for TC	pParent
---------	---	---------

18 Health

Condition: If (Startkohorte = 2)

22001 Now I would like to ask you some questions about <name of target child>'s health.
How would you describes <name of target child>'s health in general?

Condition: If (Startkohorte = K5)

22001 How would you describes <name of target child>'s health in general?

Read out instructions

Very good [1] ☐

Good [2] ☐

Average [3] ☐

Poor [4] ☐

Very poor [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

*if (Startkohorte=2) goto 22028
if (Startkohorte<>2) goto 22018Z*

Variables

p521000	Self assessment health	pParent
---------	------------------------	---------

22028 During the last four !!school weeks!!, on how many school days was <name of target child> not in school, because <name of target child> was ill?

If <name of target child> absence was not due to illness, please enter „0“. A maximum of 20 absence days can be reached with a 5 day school week. In the exceptional case of Saturday classes a maximum of 24 absence days.

|_|_| Days

Range: 0 - 24

goto 22007

Variables

p523000	Absence days	pParent
---------	--------------	---------

22007 How tall is <target child's name> approximately with no shoes on?

If necessary: If you're not exactly sure, just give an estimate.

|_|_| cm

Range: 50 - 255

*if (22007 >= 100 & 22007 <= 170) or (22007=-97,-98) goto 22006
if (22007 < 100 or 22007 > 170) goto 22036*

Variables

p520001	Height in cm	pParent
---------	--------------	---------

22006 How much does <target child's name> approximately weigh with no clothes on?*If necessary: If you're not exactly sure, just give an estimate.*

|_|_|_| kg

Range: 10 - 570

*if (22006 >= 13 & 22006 <= 70) or (22007=-97,-98) goto 22018Z**if (22006 < 13 or 22006 > 70) goto 22037***Variables**

p520000

Weight in kg

pParent

19 RCT**56101 Although there is still a lot of time left until <name of target child> will finish school, the next questions will be about different school-leaving qualifications that <name of target child> might obtain. How often do you already think about what school-leaving qualification <name of target child> should obtain?***Read out instructions.*

Never [1]

☐

Seldom [2]

☐

Sometimes [3]

☐

Often [4]

☐

Very good [5]

☐*Refused*
[-97]☐*Don't know [-98]*☐*goto 56102***Variables**

p312350

Time horizon: School-leaving qualification

pParent

56102 When you think about everything that you currently know: How likely do you think it is that <name of target child> could succeed in obtaining the leaving certificate of the Hauptschule? Do you think this is very unlikely, rather likely, 50/50, rather likely, or very likely?

Read out instructions.

Very unlikely [1] ☐

Rather unlikely [2] ☐

About 50/50 [3] ☐

Rather likely [4] ☐

Very likely [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56103

Variables

p30035a	Subjective probability of success leaving certificate of the Hauptschule	pParent
---------	--	---------

56103 And how likely to you think it is that <name of target child> will succeed in obtaining the leaving certificate of the Realschule? Very unlikely, rather unlikely, 50/50, rather likely, or very likely?

Only read out instructions again if necessary. If questioned: Mittlere Reife [leaving certificate of the Realschule] is the same as leaving certificate of the Realschule or Fachoberschulreife [certificate qualifying to study at Fachoberschule or Berufsfachschule].

Very unlikely [1] ☐

Rather unlikely [2] ☐

About 50/50 [3] ☐

Rather likely [4] ☐

Very likely [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56104

Variables

p30035b	Subjective probability of success leaving certificate of the Realschule	pParent
---------	---	---------

56104 And how likely do you think it is that <target child's name> could complete the Abitur [university entrance qualification]?*Read out the options again if needed.*Very unlikely [1] ☐Rather unlikely [2] ☐About 50/50 [3] ☐Rather likely [4] ☐Very likely [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 56105

Variables

p30035c	Subjective probability of success Abitur	pParent
---------	--	---------

Condition: if (h_S3TG1 <> 2)

56105 How good would the prospects of a good job be for <target child's name> if he were to complete the leaving certificate of the Hauptschule?

Condition: if (h_S3TG1 = 2)

56105 How good would the prospects of a good job be for <target child's name>: If she were to complete the leaving certificate of the Hauptschule?*Read out options.*Very poor [1] ☐Rather poor [2] ☐In the middle [3] ☐Rather good [4] ☐Very good [5] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 56106

Variables

p30235a	Benefit - leaving certificate of the Hauptschule - good job	pParent
---------	---	---------

Condition: if (h_S3TG1 <> 2)

56106 And how good would the prospects of a good job be for <target child's name> if he were to complete the leaving certificate of the Realschule?

Condition: if (h_S3TG1 = 2)

56106 And how good would the prospects of a good job be for <target child's name> if she were to complete the leaving certificate of the Realschule?

Read out the options. If asked: "Mittlere Reife" is equivalent to the leaving certificate of the Realschule or the Fachoberschulreife [certificate qualifying to study at Fachoberschule or Berufsfachschule].

Very poor [1] ☐

Rather poor [2] ☐

In the middle [3] ☐

Rather good [4] ☐

Very good [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56107

Variables

p30235b	Benefit - Leaving certificate of the Realschule - good job	pParent
---------	--	---------

56107 And if <target child's name> were to do the Abitur?

Read out the options again if needed.

Very poor [1] ☐

Rather poor [2] ☐

In the middle [3] ☐

Rather good [4] ☐

Very good [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56113

Variables

p30235c	Benefit - Abitur - good job	pParent
---------	-----------------------------	---------

56113 As long as children are at school, parents pay for most of the things they need, for example school supplies and clothes. How difficult would it be for you to cover these costs if <target child's name> were to do the leaving certificate of the Hauptschule? Very difficult, fairly difficult, neither difficult nor easy, fairly easy, or very easy?

Only read out options if necessary.

very hard [1] ☐

rather hard [2] ☐

neither nor [3] ☐

rather easy [4] ☐

very easy [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56114

Variables

p30335a	Financial burden leaving certificate of the Hauptschule	pParent
---------	---	---------

56114 And how difficult would it be for you to cover these costs if <target child's name> were to do the leaving certificate of the Realschule?

Read out options.

very hard [1] ☐

rather hard [2] ☐

neither nor [3] ☐

rather easy [4] ☐

very easy [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56115

Variables

p30335b	Financial burden leaving certificate of the Realschule	pParent
---------	--	---------

56115 And how difficult would it be for you to cover these costs if <target child's name> were to do the Abitur [university entrance qualification]?

Only read out options if necessary.

very hard [1] ☐

rather hard [2] ☐

neither nor [3] ☐

rather easy [4] ☐

very easy [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 56116Z

Variables

p30335c	Financial burden Abitur	pParent
---------	-------------------------	---------

20 Siblings

[HELP] Help variable number of siblings

|__|__| Number of siblings

Range: 0 - 99

Variables

p732103	Help variable number of siblings	pParent
---------	----------------------------------	---------

[HELP] Help variable number of siblings in the household

|__|__| Number of siblings in the household

Range: 0 - 99

Variables

p732104	Help variable number of siblings	pParent
---------	----------------------------------	---------

START of sibling loop

32702 [AUTO] Sibling number

|_|_|_|_|_|_|_|_|_|

Range: 0 - 99,999,999

*if (Bayern = 1 OR Saarland = 1) goto 32727**if (Bayern = 2 & Saarland = 2) goto 32703***Variables**

sibling	Sibling number	spSibling
---------	----------------	-----------

32705 And when was <32703> born? Please tell me the month and year*If the respondent is not sure about the month: "Please tell me approximately what month that was"*

|_|_|_|_| Month

Child is deceased [-20]

☐

Range: 1 - 12

|_|_|_|_| Year

Child is deceased [-20]

☐

Range: 1,950 - 9,999

*if h_ge14korr = 1 goto 32731**if h_ge14korr <> 1 & (32705 = -20) goto 32104Z**if h_ge14korr <> 1 & (32705 <> -20) goto 32707**autoif ((Bayern = 1 OR Saarland = 1) & (gegebm > 0 & gegebj > 0) & (((intj-1900)*12+intm)-((gegebj-1900)*12+gegebm) >= 168)) h_ge14korr = 1**autoif ((Bayern = 1 OR Saarland = 1) & (gegebm > 0 & gegebj > 0) & ((intj-1900)*12+intm)-((gegebj-1900)*12+gegebm) < 168)) h_ge14korr = 2**autoif ((Bayern = 1 OR Saarland = 1) & (gegebm < 0 OR gegebj < 0)) h_ge14korr = 2***Variables**

p73221m	Sibling's date of birth - month	spSibling
p73221y	Sibling's date of birth - year	spSibling

32707 Is <32703> male or female?	
<i>If the child's gender is clear from the name, please formulate the question as follows: "I assume that <target child's name> is a boy / girl. Is that correct?"</i>	
Male [1]	<input type="checkbox"/>
Female [2]	<input type="checkbox"/>
Child is deceased [-20]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (32707 = -20) goto 32104Z if (32707 <> -20) goto 32726	

Variables		
p732220	Sibling's gender	spSibling

Condition: if (32707 <> 2)	
32726 How is <32703> related to you and to <target child's name>? Is <32703> a biological, half, step, or adoptive brother to <target child's name>, or is <32703> a foster child, or your partner's son?	
Condition: if (32707=2)	
32726 How is <32703> related to you and to <target child's name>? Is <32703> a biological, half, step, or adoptive sister to <target child's name>, or is <32703> a foster child, or your partner's daughter?	
Biological brother / biological sister [1]	<input type="checkbox"/>
Half brother / half sister [2]	<input type="checkbox"/>
Step brother / step sister [3]	<input type="checkbox"/>
Adoptive brother / adoptive sister [4]	<input type="checkbox"/>
Foster child [5]	<input type="checkbox"/>
Partner's child [6]	<input type="checkbox"/>
Other [7]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 32104Z	

Variables		
p732230	Nature of relationship to siblings	spSibling

32725 [MF] Which institutions does <32703> currently go to or by which persons is <32703> being cared for? Please only state regular care with a scope of at least six hours per week.

Read out instructions, multiple statements possible.

	Not specified [0]	Specified [1]
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

goto 32724

if (intj – 32705 (gegebj) < 8)

gebet_1 1: Kindergarten, Kindertagesstätte

if (intj - 32705 (gegebj) < 5) oder Krippe? <<Hierzu zählen auch Eltern-Kind-Initiativen, also von Eltern und/oder Erzieherinnen und Erziehern selbstverwaltete Kitas und Horte.>> gebet_2 2: Spielgruppe oder Eltern-Kind-Gruppe? <<Spielgruppen sind kleine Gruppen von Kindern, die meist von pädagogisch geschultem Personal betreut werden und sich mehrmals in der Woche zusammenfinden. Bei Eltern-Kind-Gruppen sind neben dem geschulten Personal Eltern anwesend.>> gebet_3 3: Au-pair? gebet_4 4: qualifizierte Tagesmutter oder Kinderfrau? gebet_5 5: Tagesmutter ohne spezielle pädagogische oder pflegerische Ausbildung? gebet_6 6: Verwandte, Bekannte oder Nachbarn?

if (intj – gebetj > 4) gebet_7 7: Grundschule? if (intj – gebetj > 4) gebet_8 8: Hort in der Grundschule oder im Kindergarten?

gebet_vw 9: verweigert

gebet_wn 10: weiß nicht

gebet_11 nd: nichts davon

[0: nicht genannt]

[1: genannt]

BUTTONS: verweigert [gebet_vw], weiß nicht [gebet_wn], nichts davon [gebet_nd]

Variables

p732301	1: Kindergarten, day-care center or child day-care home?	spSibling
p732302	2: Play group or parent-child group?	spSibling
p732303	3: Au-pair?	spSibling
p732304	4: Qualified child minder?	spSibling
p732305	5: Child minder without special educational or nursing training?	spSibling
p732306	6: Relatives, acquaintances, or neighbors?	spSibling
p732307	7: Elementary school?	spSibling
p732308	8: Day care for schoolchildren in elementary school or kindergarten?	spSibling

32708 Does <32703> currently work full-time, part-time, work on the side or is <32703> non-working?

Training or education periods (school, vocational training, degree) do not count as employment. By "work on the side" we mean jobs of less than 15 hours per week. If someone has two part-time jobs, he/she is considered as working full-time.

Full-time employed [1]	<input type="checkbox"/>
Part-time employed [2]	<input type="checkbox"/>
Side-job [3]	<input type="checkbox"/>
Unemployed [4]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>

*if (32708 = 1, 2) goto 32711
if (32708 = 3, 4) goto 32709
if (32708 = -97, -98) goto 32711*

Variables		
p732401	Employment status siblings	spSibling

32709 What does <32703> mainly do at the present time?

Do not read out the instructions. Please allocate. Only if needed: "For example, is he/she at school, in a vocational training program, unemployed, or what is he/she doing currently?"

Unemployed [1]	<input type="checkbox"/>
Short-time working [2]	<input type="checkbox"/>
1 Euro job, ABM [job creation scheme] or similar BA/Jobcenter or ARGE job center program [3]	<input type="checkbox"/>
General school education [5]	<input type="checkbox"/>
Vocational training [6]	<input type="checkbox"/>
Master/ technician's certificate [7]	<input type="checkbox"/>
Higher education [8]	<input type="checkbox"/>
Doctorate [9]	<input type="checkbox"/>
In retraining or continuing education [10]	<input type="checkbox"/>
In maternity leave/ parental leave [11]	<input type="checkbox"/>
Housewife/househusband [12]	<input type="checkbox"/>
Sick/temporarily unable to work [13]	<input type="checkbox"/>
Voluntary military service, federal voluntary service, voluntary social/ecological year or European Voluntary Service [15]	<input type="checkbox"/>
Something else [16]	<input type="checkbox"/>
<i>Doesn't attend school yet [-20]</i>	<input type="checkbox"/>
<i>Refused [-97]</i>	<input type="checkbox"/>
<i>Don't know [-98]</i>	<input type="checkbox"/>
<i>if (32709 = 5) goto 32728</i> <i>if (32709 = -20) goto 32724</i> <i>if (32709 <> 5, -20) goto 32711</i>	

Variables

p732402	Non-employment siblings	spSibling
---------	-------------------------	-----------

32728 In which state does <32703> attend school?	
<i>Don't read out, mark applicable code.</i>	
Schleswig-Holstein [1]	<input type="checkbox"/>
Hamburg [2]	<input type="checkbox"/>
Lower Saxony [3]	<input type="checkbox"/>
Bremen [4]	<input type="checkbox"/>
North Rhine-Westphalia [5]	<input type="checkbox"/>
Hesse [6]	<input type="checkbox"/>
Rhineland-Palatinate [7]	<input type="checkbox"/>
Baden-Wuerttemberg [8]	<input type="checkbox"/>
Bavaria [9]	<input type="checkbox"/>
Saarland [10]	<input type="checkbox"/>
Berlin [11]	<input type="checkbox"/>
Brandenburg [12]	<input type="checkbox"/>
Mecklenburg-Western Pomerania [13]	<input type="checkbox"/>
Saxony [14]	<input type="checkbox"/>
Saxony-Anhalt [15]	<input type="checkbox"/>
Thuringia [16]	<input type="checkbox"/>
<i>School is abroad [-20]</i>	<input type="checkbox"/>
<i>Refused [-97]</i>	<input type="checkbox"/>
<i>Don't know [-98]</i>	<input type="checkbox"/>
<i>goto 32710</i>	

Variables		
p723050_R	State of school	spSibling

Condition: if (geasbl <> -20)
32710 Which school does <32703> attend?
Condition: if (geasbl = -20)
32710 What is the corresponding German school type?

5 Parents, CATI (ID 323)

Elementary school <<also primary school>> [1]	<input type="checkbox"/>
Gemeinschaftsschule [2]	<input type="checkbox"/>
Halligschule [3]	<input type="checkbox"/>
Special school / special needs school <<also special needs center>> [4]	<input type="checkbox"/>
Waldorf school [5]	<input type="checkbox"/>
Extended Realschule [7]	<input type="checkbox"/>
Comprehensive school [8]	<input type="checkbox"/>
Gymnasium [9]	<input type="checkbox"/>
Hauptschule [10]	<input type="checkbox"/>
Integrated comprehensive school [11]	<input type="checkbox"/>
Integrated Sekundarschule [12]	<input type="checkbox"/>
Cooperative comprehensive school [13]	<input type="checkbox"/>
Mittelschule [14]	<input type="checkbox"/>
Mittelstufenschule [15]	<input type="checkbox"/>
Oberschule [16]	<input type="checkbox"/>
Orientation stage <<also trial and remedial stage>> [17]	<input type="checkbox"/>
Realschule [18]	<input type="checkbox"/>
Realschule plus [19]	<input type="checkbox"/>
Regelschule [20]	<input type="checkbox"/>
Regionale Schule [21]	<input type="checkbox"/>
Regionalschule [22]	<input type="checkbox"/>
Sekundarschule [23]	<input type="checkbox"/>
Stadtteilschule <<former comprehensive school>> [24]	<input type="checkbox"/>
Werkrealschule [25]	<input type="checkbox"/>
Wirtschaftsschule [26]	<input type="checkbox"/>
Vocational school <<leading to a general school-leaving qualification, e.g. Fachoberschule>> [27]	<input type="checkbox"/>
Other school [28]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>

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if (geasbl = -20) goto 32724
if geschulbez = 28 & geasbl <> -20 goto 32729
if (geschulbez = 8, 13, 14 to 16, 19, 20, 22, 23) & geasbl <> -20 goto 32730
if (geschulbez = 1 to 5, 7, 9 to 12, 17, 18, 21, 24, 25, 26, 27, -97, -98) & geasbl <> -20 goto 32724

if (geasbl = -20, -97, -98) 1: Grundschule <<auch Primarschule>>
if geasbl = 1 1: Grundschule <<auch Primarschule>>
if geasbl = 2 1: Grundschule <<auch Primarschule>>
if geasbl = 3 1: Grundschule <<auch Primarschule>>
if geasbl = 4 1: Grundschule <<auch Primarschule>>
if geasbl = 5 1: Grundschule <<auch Primarschule>>
if geasbl = 6 1: Grundschule <<auch Primarschule>>
if geasbl = 7 1: Grundschule <<auch Primarschule>>
if geasbl = 8 1: Grundschule <<auch Primarschule>>
if geasbl = 9 1: Grundschule <<auch Primarschule>>
if geasbl = 10 1: Grundschule <<auch Primarschule>>
if geasbl = 11 1: Grundschule <<auch Primarschule>>
if geasbl = 12 1: Grundschule <<auch Primarschule>>
if geasbl = 13 1: Grundschule <<auch Primarschule>>
if geasbl = 14 1: Grundschule <<auch Primarschule>>
if geasbl = 15 1: Grundschule <<auch Primarschule>>
if geasbl = 16 1: Grundschule <<auch Primarschule>>

if (geasbl = -20, -97, -98) 2: Gemeinschaftsschule
if geasbl = 1 2: Gemeinschaftsschule
if geasbl = 8 2: Gemeinschaftsschule
if geasbl = 10 2: Gemeinschaftsschule
if geasbl = 11 2: Gemeinschaftsschule
if geasbl = 14 2: Gemeinschaftsschule
if geasbl = 15 2: Gemeinschaftsschule
if geasbl = 16 2: Gemeinschaftsschule

if (geasbl = -20, -97, -98) 3: Halligschule
if geasbl = 1 3: Halligschule

if (geasbl = -20, -97, -98) 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 1 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 2 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 3 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 4 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 5 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 6 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 7 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 8 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 9 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 10 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 11 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 12 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 13 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 14 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 15 4: Sonderschule / Förderschule <<Auch Förderzentrum>>
if geasbl = 16 4: Sonderschule / Förderschule <<Auch Förderzentrum>>

if (geasbl = -20, -97, -98) 5: Waldorfschule
if geasbl = 1 5: Waldorfschule
if geasbl = 2 5: Waldorfschule
if geasbl = 3 5: Waldorfschule
if geasbl = 4 5: Waldorfschule
if geasbl = 5 5: Waldorfschule
if geasbl = 6 5: Waldorfschule
if geasbl = 7 5: Waldorfschule
if geasbl = 8 5: Waldorfschule
if geasbl = 9 5: Waldorfschule
if geasbl = 10 5: Waldorfschule
if geasbl = 11 5: Waldorfschule
if geasbl = 12 5: Waldorfschule

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if geasbl = 13 5: Waldorfschule
if geasbl = 14 5: Waldorfschule
if geasbl = 15 5: Waldorfschule
if geasbl = 16 5: Waldorfschule

if (geasbl = -20, -97, -98) 7: Erweiterte Realschule
if geasbl = 10 7: Erweiterte Realschule

if (geasbl = -20, -97, -98) 8: Gesamtschule
if geasbl = 3 8: Gesamtschule
if geasbl = 5 8: Gesamtschule
if geasbl = 6 8: Gesamtschule
if geasbl = 11 8: Gesamtschule
if geasbl = 12 8: Gesamtschule
if geasbl = 13 8: Gesamtschule
if geasbl = 15 8: Gesamtschule
if geasbl = 16 8: Gesamtschule

if (geasbl = -20, -97, -98) 9: Gymnasium
if geasbl = 1 9: Gymnasium
if geasbl = 2 9: Gymnasium
if geasbl = 3 9: Gymnasium
if geasbl = 4 9: Gymnasium
if geasbl = 5 9: Gymnasium
if geasbl = 6 9: Gymnasium
if geasbl = 7 9: Gymnasium
if geasbl = 8 9: Gymnasium
if geasbl = 9 9: Gymnasium
if geasbl = 10 9: Gymnasium
if geasbl = 11 9: Gymnasium
if geasbl = 12 9: Gymnasium
if geasbl = 13 9: Gymnasium
if geasbl = 14 9: Gymnasium
if geasbl = 15 9: Gymnasium
if geasbl = 16 9: Gymnasium

if (geasbl = -20, -97, -98) 10: Hauptschule
if geasbl = 3 10: Hauptschule
if geasbl = 5 10: Hauptschule
if geasbl = 6 10: Hauptschule
if geasbl = 8 10: Hauptschule

if (geasbl = -20, -97, -98) 11: Integrierte Gesamtschule
if geasbl = 3 11: Integrierte Gesamtschule
if geasbl = 5 11: Integrierte Gesamtschule
if geasbl = 6 11: Integrierte Gesamtschule
if geasbl = 7 11: Integrierte Gesamtschule
if geasbl = 11 11: Integrierte Gesamtschule
if geasbl = 12 11: Integrierte Gesamtschule
if geasbl = 13 11: Integrierte Gesamtschule
if geasbl = 15 11: Integrierte Gesamtschule
if geasbl = 16 11: Integrierte Gesamtschule

if (geasbl = -20, -97, -98) 12: Integrierte Sekundarschule
if geasbl = 11 Integrierte Sekundarschule

if (geasbl = -20, -97, -98) 13: Kooperative Gesamtschule
if geasbl = 3 13: Kooperative Gesamtschule
if geasbl = 5 13: Kooperative Gesamtschule
if geasbl = 6 13: Kooperative Gesamtschule
if geasbl = 11 13: Kooperative Gesamtschule
if geasbl = 12 13: Kooperative Gesamtschule
if geasbl = 13 13: Kooperative Gesamtschule
if geasbl = 15 13: Kooperative Gesamtschule
if geasbl = 16 13: Kooperative Gesamtschule

if (geasbl = -20, -97, -98) 14: Mittelschule

if geasbl = 9 14: Mittelschule

if geasbl = 14 14: Mittelschule

if (geasbl = -20, -97, -98) 15: Mittelstufenschule

if geasbl = 6 Mittelstufenschule

if (geasbl = -20, -97, -98) 16: Oberschule

if geasbl = 3 16: Oberschule

if geasbl = 4 16: Oberschule

if geasbl = 12 16: Oberschule

if geasbl = 14 16: Oberschule

if (geasbl = -20, -97, -98) 17: Orientierungsstufe <<Auch Erprobungs- und Förderstufe >>

if geasbl = 13 17: Orientierungsstufe <<Auch Erprobungs- und Förderstufe >>

if (geasbl = -20, -97, -98) 18: Realschule

if geasbl = 3 18: Realschule

if geasbl = 5 18: Realschule

if geasbl = 6 18: Realschule

if geasbl = 8 18: Realschule

if geasbl = 9 18: Realschule

if geasbl = 11 18: Realschule

if (geasbl = -20, -97, -98) 19: Realschule plus

if geasbl = 7 19: Realschule plus

if (geasbl = -20, -97, -98) 20: Regelschule

if geasbl = 16 20: Regelschule

if (geasbl = -20, -97, -98) 21: Regionale Schule

if geasbl = 13 21: Regionale Schule

if (geasbl = -20, -97, -98) 22: Regionalschule

if (geasbl = -20, -97, -98) 23: Sekundarschule

if geasbl = 5 23: Sekundarschule

if (geasbl = -20, -97, -98) 24: Stadtteilschule <<ehemalige Gesamtschule>>

if geasbl = 2 24: Stadtteilschule <<ehemalige Gesamtschule>>

if (geasbl = -20, -97, -98) 25: Werkrealschule

if geasbl = 8 25: Werkrealschule

if (geasbl = -20, -97, -98) 26: Wirtschaftsschule

if geasbl = 9

if (geasbl = -20, -97, -98) berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>

if geasbl = 1 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>

if geasbl = 2 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>

if geasbl = 3 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>

if geasbl = 4 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>

if geasbl = 5 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>

if geasbl = 6 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>

if geasbl = 7 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>

if geasbl = 8 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B. Fachoberschule>>

if geasbl = 9 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B.

Fachoberschule>>
if geasbl = 10 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B.
Fachoberschule>>
if geasbl = 11 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B.
Fachoberschule>>
if geasbl = 12 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B.
Fachoberschule>>
if geasbl = 13 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B.
Fachoberschule>>
if geasbl = 14 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B.
Fachoberschule>>
if geasbl = 15 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B.
Fachoberschule>>
if geasbl = 16 berufliche Schule <<zur Erreichung eines allgemein bildenden Schulabschlusses z.B.
Fachoberschule>>

if (geasbl = -20, -97, -98) 28: andere Schule
if geasbl = 1 28: andere Schule
if geasbl = 2 28: andere Schule
if geasbl = 3 28: andere Schule
if geasbl = 4 28: andere Schule
if geasbl = 5 28: andere Schule
if geasbl = 6 28: andere Schule
if geasbl = 7 28: andere Schule
if geasbl = 8 28: andere Schule
if geasbl = 9 28: andere Schule
if geasbl = 10 28: andere Schule
if geasbl = 11 28: andere Schule
if geasbl = 12 28: andere Schule
if geasbl = 13 28: andere Schule
if geasbl = 14 28: andere Schule
if geasbl = 15 28: andere Schule
if geasbl = 16 28: andere Schule

Variables

p732326	Designation school	spSibling
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32729 What kind of school was that?

Here you should only record schools which lead to a general educational school-leaving qualification.



goto 32730

Variables

p723090_O	Type of school (open)	spSibling
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Condition: if (geschulbez = 8, 28) OR (geschulbez = 16 & geasbl = 3, 4)

32730 Did <32703> attend the Hauptschule, Realschule, or Gymnasium branch there? Or was it an integrated school without a separation of the educational programs?

Condition: if (geschulbez = 13)

32730 Did <32703> attend the Hauptschule, Realschule, or Gymnasium branch there?

Condition: if (geschulbez = 19, 20, 22) OR (geschulbez = 23 & geasbl = 5)

32730 Did <32703> attend the Hauptschule or Realschule branch there? Or was it an integrated school without a separation of the educational programs?

Condition: if ((geschulbez = 6, 14, 15) OR (geschulbez = 16 & geasbl = 12, 14) OR (geschulbez = 23 & geasbl <> 5))

32730 Did <32703> attend the Hauptschule or Realschule branch there?

If the interviewee states that the school branches were only separated in a higher grade, please use button.

Hauptschule branch [1] ☐

Realschule branch [2] ☐

Gymnasium branch [3] ☐

Integrated school [4] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 32724

1: Hauptschulzweig

2: Realschulzweig

if ((geschulbez <> 6, 14, 15, 16, 19 to 23) OR (geschulbez = 16 & geasbl = 3, 4))

3: Gymnasialer Zweig

if ((geschulbez <> 13 to 15, 16, 23) OR (geschulbez = 23 & geasbl = 5)) OR (geschulbez = 16 & geasbl = 3,4)

4: integrierte Schule

BUTTONS: verweigert (-97), weiß nicht (-98), Trennung in Schulzweige erfolgt zu späterem Zeitpunkt (-20), if (geschulbez = 28) keine Trennung in Schulzweige vorgesehen (-21)

Variables

p732327	School branch	spSibling
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32711 Which highest general school-leaving certificate does <32703> have at the moment?

Read out options only if necessary, otherwise allocate the answers. If the term "Fachabitur" is given: "Did the "Fachabitur" allow access to higher education at a university of applied sciences or a university?" If university of applied sciences, then allocate to category 4, if a university, then allocate to category 5. For qualifications gained abroad, please allocate as follows: "What would have been the approximate equivalent of this qualification in Germany?"

Basic leaving certificate of the Hauptschule, leaving qualification of the Volksschule, 8th grade POS <<also entrance qualification for a vocational school, e.g. accompanying an apprenticeship, first general educational qualification, leaving certificate of the Hauptschule after the 9th grade>> [1]	<input type="checkbox"/>
Qualifying leaving certificate of the Hauptschule <<also extended entrance qualification for a vocational school, e.g. accompanying an apprenticeship, entrance qualification for a vocational school - e.g. accompanying an apprenticeship - with performance appraisal, leaving qualification of lower secondary level – leaving certificate of the Hauptschule, leaving certificate of the Hauptschule after grade 10>> [2]	<input type="checkbox"/>
Certificate of intermediate secondary education <<leaving certificate of the Realschule, leaving certificate of the Wirtschaftsschule, Fachschulreife, Fachoberschulreife, 10th grade POS, extended / qualifying leaving certificate of intermediate secondary education, extended / qualifying leaving certificate of the Realschule>> [3]	<input type="checkbox"/>
Entrance qualification for universities of applied sciences, leaving qualification of the Fachoberschule [4]	<input type="checkbox"/>
General / subject-specific higher education entrance qualification <<Abitur/extended Oberschule 12th grade>> [5]	<input type="checkbox"/>
Leaving certificate from a special needs school [6]	<input type="checkbox"/>
Other leaving qualification [7]	<input type="checkbox"/>
No school-leaving qualification [-20]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (32709 = 6) goto 32712 if (32709 = 8) goto 32714 if (32709 <> 6, 8) goto 32716	

Variables

p732313	Highest school-leaving qualification sibling	spSibling
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32712	What kind of training is <32703> currently doing (e.g. an apprenticeship, training as a master or technician, training at a Berufsfachschule, a commercial school or school for health care professionals, training at a Fachschule or training as a civil servant)?
Apprenticeship (skilled worker training course, dual vocational training course; commercial, operational, trade-oriented, agricultural) [1]	<input type="checkbox"/>
Apprenticeship to qualify as a master/foreman or as a technician [2]	<input type="checkbox"/>
Vocational training at a Berufsfachschule or commercial school [3]	<input type="checkbox"/>
Vocational training at a school for health care professions [4]	<input type="checkbox"/>
Vocational training at a Fachschule [5]	<input type="checkbox"/>
Traineeship as a civil servant (civil service examination) [6]	<input type="checkbox"/>
other type of vocational training [7]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>if (32712 = 1, 2, 3, 4, 5, 7, -97, -98) goto 32724</i> <i>if (32712 = 6) goto 32713</i>	

Variables		
p732314	Sibling's current training	spSibling

32713	Is that civil service training for the ordinary, middle, higher or senior grade?
<i>Do not ask this question if the type of civil service training is clear from the training stated. In this case allocate the answer without further questioning.</i>	
Sub-clerical class [1]	<input type="checkbox"/>
Clerical class [2]	<input type="checkbox"/>
Executive class [3]	<input type="checkbox"/>
Administrative class [4]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>goto 32724</i>	

Variables		
p732315	Sibling's civil service training	spSibling

32714 Which training institution is <32703> currently studying at? At a Berufsakademie, at a college of public administration, at a Fachhochschule, or a university?	
Berufsakademie [1]	<input type="checkbox"/>
College of public administration [2]	<input type="checkbox"/>
Fachhochschule [3]	<input type="checkbox"/>
University (also technical, medical, church, teacher training college, veterinary college, music or art college, Gesamthochschule) [4]	<input type="checkbox"/>
Other institution [5]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (32714 = 1, 2, 3, 4) goto 32724 if (32714 = 5) goto 32715 if (32714 = -97, -98) goto 32724	

Variables		
p732316	Sibling's type of further education	spSibling

32716 What is the highest level of school-leaving qualification that <32703> has currently? (This means, for example, has he / she completed an apprenticeship or a masters, or completed a higher education program such as a Diplom.)
<i>Do not read options aloud, allocate responses. If the response is not a specific qualification, but an institution: Ask about the qualification: "And what qualification did <32703> receive at this institution?" For qualifications which were obtained abroad, please allocate as follows: "What would have been the approximate equivalent of this qualification in Germany?"</i>

Completion of a vocational training (administrative, company, industrial, agricultural) journey person's certificate, dual vocational education and training, GDR: skilled worker's certificate [1]	<input type="checkbox"/>
Master, technician's certificate [2]	<input type="checkbox"/>
Training for civil service (civil service examination) [3]	<input type="checkbox"/>
Qualification of a school for health care professionals [4]	<input type="checkbox"/>
Leaving certificate of Berufsfachschule, leaving certificate of a commercial school [5]	<input type="checkbox"/>
Leaving certificate of the Fachschule (also leaving certificate of the Fachakademie) [6]	<input type="checkbox"/>
Leaving certificate of the Fachschule in the GDR [7]	<input type="checkbox"/>
Bachelor (e.g. B.A., B.Sc.) [8]	<input type="checkbox"/>
Diplom, Master (M.A.) [9]	<input type="checkbox"/>
Magister, state examination [10]	<input type="checkbox"/>
Award of a doctorate, habilitation [11]	<input type="checkbox"/>
Berufsakademie, cooperative state university not specified [12]	<input type="checkbox"/>
College of public administration not specified [13]	<input type="checkbox"/>
University of applied sciences, former college of engineering not specified [14]	<input type="checkbox"/>
University not specified [15]	<input type="checkbox"/>
University degree (higher education) not specified [16]	<input type="checkbox"/>
Training on the job with a company [17]	<input type="checkbox"/>
GDR: qualification as a semi-skilled worker [19]	<input type="checkbox"/>
Other training qualification [21]	<input type="checkbox"/>
No vocational qualification [-20]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
<p>if (32716 = 1, 2, 4 to 7, 11, 17, 19, -97, -98, -20) goto 32724</p> <p>if (32716 = 3) goto 32723</p> <p>if (32716 = 8, 9) goto 32720</p> <p>if (32716 = 10 & 32709 = 9) goto 32724</p> <p>if (32716 = 10 & 32709 <> 9) goto 32722</p> <p>if (32716 = 12, 13, 14, 15, 16) goto 32718</p> <p>if (32716 = 21) goto 32717</p> <p>autoif (32716 = 10 & 32709 = 9) 32722 = 2</p>	

Variables		
p732318	Highest vocational qualification sibling	spSibling

32718 What is this qualification called exactly?*Please read out the options.*Bachelor (e.g. B.A., B.Sc., B.Eng, LL.B) [1] ☐Diplom [degree in higher education equivalent to master, pre-Bologna system], Master (e.g. M.A., M.Sc., LL.M) [2] ☐Magister, state examination [3] ☐Award of a doctorate [4] ☐Other leaving qualification [5] ☐Refused [-97] ☐Don't know [-98] ☐*if (32718 = 5) goto 32719**if ((32718 = 1, 2) & 32716 = 16) goto 32720**if (32718 = 1 & 32716 <> 16) goto 32724**if (32718 = 2 & (32716 = 14, 15) & 32709 <> 9) goto 32722**if (32718 = 2 & ((32716 = 12, 13) OR ((32716 = 14, 15) & 32709 = 9))) goto 32724**if (32718 = 3) goto 32722**if (32718 = 4) goto 32724**if ((32718 = -97, -98) & 32716 = 16) goto 32720**if ((32718 = -97, -98) & (32716 = 14, 15) & 32709 <> 9) goto 32722**if ((32718 = -97, -98) & ((32716 = 12, 13) OR ((32716 = 14, 15) & 32709 = 9))) goto 32724***Variables**

p732320

Sibling's precise higher education qualification

spSibling

32720 And at which institution did <32703> complete this qualification? Was that a Berufsakademie, a college of public administration, a Fachhochschule, or a university?	
Berufsakademie [1]	<input type="checkbox"/>
College of public administration [2]	<input type="checkbox"/>
Fachhochschule [3]	<input type="checkbox"/>
University (also technical, medical, church, teacher training college, veterinary college, music or art college, Gesamthochschule) [4]	<input type="checkbox"/>
Other institution [5]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
<p>if (32720 = 1, 2) goto 32724 if ((32720 = 3, 4) & (32716 = 8 OR 32718 = 1)) goto 32724 if ((32720 = 3, 4) & (32716 = 9 OR (32718 = 2, 5, -97, -98)) & 32709 <> 9) goto 32722 if ((32720 = 3, 4) & (32716 = 9 OR (32718 = 2, 5, -97, -98)) & 32709 = 9) goto 32724 if (32720 = 5) goto 32721 if ((32720 = -97, -98) & (32716 = 8 OR 32718 = 1)) goto 32724 if ((32720 = -97, -98) & (32716 = 9 OR (32718 = 2, 5, -97, -98)) & 32709 <> 9) goto 32722 if ((32720 = -97, -98) & (32716 = 9 OR (32718 = 2, 5, -97, -98)) & 32709 = 9) goto 32724</p>	

Variables		
p732322	Sibling's training institution (type of higher education institution)	spSibling

32722 Has <32703> completed a doctorate, or are they currently in the process of completing a doctorate?	
Yes, completed [1]	<input type="checkbox"/>
Yes, in the process of completing one [2]	<input type="checkbox"/>
No [3]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 32724	

Variables		
p732324	Sibling's doctorate	spSibling

32723 Was that the civil service training for the ordinary, middle, higher or senior grade?

Do not ask this question if the type of civil service training is clear from the training stated. In this case allocate the answer without further questioning.

Sub-clerical class [1] ☐Clerical class [2] ☐Executive class [3] ☐Administrative class [4] ☐Refused [-97] ☐Don't know [-98] ☐

goto 32724

Variables

p732325	Sibling's type of civil service training	spSibling
---------	--	-----------

32724 Does <32703> live in your household?Yes [1] ☐No [2] ☐Parents both unknown/deceased [-99] ☐Refused [-97] ☐Don't know [-98] ☐

goto 32106Z

$$\text{autoif } (32724 = 1) \text{ h_Anzahl_Geschwister_HH} = \text{h_Anzahl_Geschwister_HH} + 1$$

Variables

p732107	Sibling lives with parents	spSibling
---------	----------------------------	-----------

21 Sociodemographics of interviewed parent**24001 Now I would like to get some details about yourself. Which year were you born in?**

|_|_|_|_| Year

Range: 1,900 - 9,999

goto 24002

Variables

p73170y	Birth year anchor person	pParent
---------	--------------------------	---------

24002 Where were you born?	
In Germany / part of present-day Germany [1]	<input type="checkbox"/>
In the former East Germany [2]	<input type="checkbox"/>
Abroad / in another country [3]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>if (24002 = 3) goto 24003</i> <i>if (24002 <> 3) goto 24005</i> <i>autoif (24002 <> 3) h_S4ETH2 = 2</i>	

Variables		
p400000_g1	Respondent's country of birth (Germany/abroad; edited)	pParent
p400000	interviewee born in Germany?	pParent

24003 What country were you born in?	
Country List [999997]	<input type="checkbox"/>
<i>Land not in list</i> [-96]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>if (24003 = -96) goto 24004</i> <i>if (24003 <> -96) goto 24011</i>	

Variables		
p400010_g2R	Respondent's country of birth (aggregated)	pParent
p400010_g1R	Respondent's country of birth	pParent

24005 And now we come to your parents. What country was your father born in?

At the time of his birth, if the area the father was born in was part of Germany, the answer "Germany" should be entered for country of birth.

Country List [999997] ☐

Father not present / unknown [-20] ☐

Land not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (24005 = -96) goto 24006
 if (24005 <> -96) goto 24008
 autoif (24005 > 0 & 24005 <> 71) h_S4ZG5 = 1
 autoif (24005 = -96) h_S4ZG5 = 1
 autoif (24005 = 71) h_S4ZG5 = 2
 autoif (24005 = -97, -98, -20) h_S4ZG5 = 2

Variables

p400090_g2R	Country of birth of respondent's father (aggregated)	pParent
p400090_g1D	Country of birth of respondent's father (Germany/abroad; bereinigt)	pParent
p400090_g1R	Respondent's father's country of birth	pParent

24008 What country was your mother born in?

At the time of his birth, if the area the mother was born in was part of Germany, the answer "Germany" should be entered for country of birth.

Country List [999997] ☐

Mother not present / unknown [-20] ☐

Land not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (24008 = -96) goto 24009
 if (24008 <> -96) goto 24015
 autoif (24008 > 0 & 24008 <> 71) h_S4ZG7 = 1
 autoif (24008 = -96) h_S4ZG7 = 1
 autoif (24008 = 71) h_S4ZG7 = 2
 autoif (24008 = -97, -98, -20) h_S4ZG7 = 2

Variables

p400070_g2R	Country of birth of respondent's mother (aggregated)	pParent
p400070_g1D	Country of birth of respondent's mother (Germany/abroad; edited)	pParent
p400070_g1R	Respondent's mother's country of birth	pParent

24011 When did you move to Germany? Please state the month and year.

If the person has moved to Germany several times: "Please tell me know when you had your first stay in Germany of at least one year." If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,900 - 9,999

goto 24013

autoif (24011(S4ZG9J) > 0 & 24001 > 0) h_S4ZG9 = (24011(S4ZG9J)-24001)

autoif (h_S4ZG9 > 15) h_S4ETH2 = 1

autoif (h_S4ZG9 <= 15) h_S4ETH2 = 2

autoif (24011= -97, -98) h_S4ETH2 = 2

Variables

p40003m	Date of respondent's move to Germany (month)	pParent
p40003y	Date of respondent's move to Germany (year)	pParent

24013 There are various reasons why people can come to Germany. What were the circumstances of your move to Germany?

Please read out the options. Please adapt the formulation of the answers to the gender of the respondent.

As an Aussiedler/in or Spätaussiedler/in (ethnic Germans who left their homes in former Eastern-bloc countries in order to settle in the Federal Republic of Germany) [1] ☐

As an asylum-seeker or refugee (also contingent refugee) [2] ☐

As a family member or partner [3] ☐

As a student or applying to be a student [4] ☐

As an employee (also intern, au-pair or similar) [5] ☐

Or for another reason [6] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (24013 = 6) goto 24014

if (24013 <> 6) goto 24015

Variables

p401000	Respondent's migrant status	pParent
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24014 [NCS] And for what reason was that?

goto 24015

Variables

p401001_O	Immigration status other	pParent
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Condition: if (Erstbefragte=1 or (Erstbefragte = 2 & 70103P5 = .))

24015 Do you have the German citizenship?

Condition: if (Erstbefragte=2 & 70103P5 <> .)

24015 Has anything in this respect changed?

Yes/Yes, in the meantime I've acquired the German citizenship [1]	<input type="checkbox"/>
---	--------------------------

No [2]	<input type="checkbox"/>
--------	--------------------------

Stateless [-20]	<input type="checkbox"/>
-----------------	--------------------------

Refused [-97]	<input type="checkbox"/>
---------------	--------------------------

Don't know [-98]	<input type="checkbox"/>
------------------	--------------------------

if (24015 = 1 & Erstbefragte = 1) goto 24016
 if (24015 = 1 & Erstbefragte = 2 & 70103P5 = .) goto 24016
 if (24015 = 1 & Erstbefragte = 2 & 70103P5 <> .) goto 24017
 if (24015 = 2 & Erstbefragte = 1) goto 24018
 if (24015 = 2 & Erstbefragte = 2 & 70103P5 = .) goto 24018
 if (24015 = 2 & Erstbefragte = 2 & 70103P5 <> .) goto 24020
 if (24015 = -20) goto 24020
 if (24015 = -97, -98) goto 24022Z

Variables

p401100	Citizenship respondent	pParent
---------	------------------------	---------

24016 Have you had the German citizenship since birth?

Yes [1]	<input type="checkbox"/>
---------	--------------------------

No [2]	<input type="checkbox"/>
--------	--------------------------

Refused [-97]	<input type="checkbox"/>
---------------	--------------------------

Don't know [-98]	<input type="checkbox"/>
------------------	--------------------------

if (24016 = 2) goto 24017
 if (24016 <> 2) goto 24022Z

Variables

p401110	Citizenship respondent German since birth	pParent
---------	---	---------

24017 When did you receive German nationality? Please tell me the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 0 - 99

|_|_|_|_| Year

Range: 0 - 9,999

goto 24022Z

Variables

p40113m	Date when respondent received German nationality (month)	pParent
p40113y	Date when respondent received German nationality (year)	pParent

24018 What citizenship do you have?

Country List [999997] ☐

Stateless [-20] ☐

Staatsangehörigkeit not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (24018 = -96) goto 24019

if (24018 <> -96) goto 24020

Variables

p401150_g2R	Respondent's nationality not German (aggregated)	pParent
p401150_g1R	Citizenship respondent not German	pParent

24020 Do you intend to apply for the German citizenship or have you already applied for it?

Yes, I plan to apply [1] ☐

Yes, I have already applied [2] ☐

No, neither [3] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 24021

Variables

p401160	Application German citizenship respondent	pParent
---------	---	---------

24021 Is your residency in Germany legally limited or legally unlimited?

A limited stay is, e.g., a residence permit, visa, limited residence permit, residence approval or residence license. An unlimited stay is, e.g., a settlement permit, right of unlimited residence or unlimited residence permit.

Legally limited [1] ☐

Legally unlimited [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 24022Z

Variables

p401170	Residency in Germany interviewee legally unlimited	pParent
---------	--	---------

Content-related modules from here on**63104 Now we have some questions on your own training and education qualifications. Did you complete your highest general school-leaving qualification in Germany?**

Please note, this means school qualifications such as the leaving certificate of the Hauptschule, the leaving certificate of the Realschule or the Abitur, not training qualifications such as vocational training or a higher education.

Yes [1] ☐

No [2] ☐

No school-leaving qualification [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (63104 = 2) goto 63106

if (63104 = -20) goto 63105

if (63104 = 1, -97, -98) goto 63102

autoif (63104 = -20) 63102 = -20

autoif (Erstbefragte = 1) h_S3SHB1d = .

autoif (Erstbefragte = 1) h_S3SHB2d = .

autoif (Erstbefragte = 1) h_S3SHB1 = 2

autoif (Erstbefragte = 1) h_S3SHB2 = 2

autoif (Erstbefragte = 1) h_S3SHB = 1

Variables

p731801_g1	Highest educational qualification of respondent in Germany (edited)	pParent
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p731801	Respondent's highest training qualification in Germany	pParent
---------	--	---------

63105

How many years did you go to school?

If the person did not go to school, please enter 0. Please record the amount of school years, not the age in years upon obtaining the school-leaving qualification.

|_|_|_| Years

Range: 0 - 20

if (Erstbefragte = 1) goto 63112

if (Erstbefragte = 2 & h_S3SHB = 1) goto 63112

if (Erstbefragte = 2 & h_S3SHB = 3) goto 63117

Variables

p731822

Years gone to school

pParent

63102 What is your highest general school-leaving qualification?

Only read out instructions if necessary, allocate accordingly. If the term "Fachabitur" is given, ask if the Fachabitur allows access to higher education at a university of applied sciences or a university. If university of applied sciences, then allocate to category 4, if a university, then allocate to category 5. For qualifications attained abroad, please allocate as follows: "What would the approximate equivalent be in Germany?"

Basic leaving certificate of the Hauptschule [school for basic secondary education], Volksschule [former name for compulsory school], 8th grade Polytechnische Oberschule (POS) [type of school in the former GDR offering intermediate secondary education] [1] ☐

Qualifying leaving certificate of the Hauptschule [2] ☐

Certificate of intermediate secondary education (Realschule [intermediate secondary school], Wirtschaftsschule [type of school in Bavaria offering intermediate secondary education with a focus on commerce], entrance qualification for universities of applied sciences or leaving certificate of a Fachoberschule [vocational school at upper secondary level leading to the entrance qualification for universities of applied sciences], Berufsfachschule [full-time vocational school]], Fachoberschulreife [certificate qualifying to study at Fachoberschule or Berufsfachschule] / 10th grade POS) [3] ☐

Entrance qualification for universities of applied sciences, leaving certificate of the Fachoberschule [4] ☐

General / subject-specific higher education entrance qualification (Abitur [higher education entrance qualification]/12th grade extended Oberschule [type of school in the former GDR leading to university entrance qualification]) [5] ☐

Leaving certificate of a special needs school [6] ☐

Other leaving qualification [7] ☐

No school-leaving qualification [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (63102 = 7) goto 63103

if (63102 <> 7 & h_S3SHB = 3) goto 63117

if (63102 <> 7 & h_S3SHB = 1) goto 63118

Variables

p731802_g3	Highest education qualification subject (education years = f (CASMIN))	pParent
p731802_g2	Highest education qualification subject (CASMIN)	pParent
p731802_g1	Highest education qualification subject (ISCED)	pParent
p731802	Highest educational qualification interviewee, type	pParent

63103 What kind of school-leaving certificate was it?

if (h_S3SHB = 3) goto 63117
if (h_S3SHB = 1) goto 63118

Variables

p731853_O	Highest educational qualification partner type open	pParent
-----------	---	---------

63106 In what country did you earn your highest school-leaving certificate?

Country List [999997]

☐

Land not in list
[-96]

☐

Refused
[-97]

☐

Don't know [-98]

☐

if (63106 = -96) goto 63107
if (63106 <> -96) goto 63109
autoif (63106 > 0) h_S4BA2 = 63106 (Label)
autoif (63106 = -97, -98) h_S4BA2 = "unbekanntes Land"

Variables

p731804_g2R	Country of respondent's highest educational qualification (aggregated)	pParent
p731804_g1R	Highest educational qualification of respondent abroad	pParent

63109 And which school-leaving qualification did you earn or have awarded? Please tell me the equivalent German school-leaving qualification.*Please read out list.*Leaving certificate of the Hauptschule or Volksschule [1] ☐Qualifying leaving certificate of the Hauptschule [2] ☐Leaving certificate of the Realschule (also leaving certificate of the Wirtschaftsschule [type of school in Bavaria offering intermediate secondary education with a focus on commerce], Fachschulreife [certificate qualifying to study at Fachoberschule oder Berufsfachschule], Fachoberschulreife [certificate qualifying to study at Fachoberschule oder Berufsfachschule]) [3] ☐Fachhochschulreife [entrance qualification for universities of applied sciences], Completion of Fachoberschule [vocational school at upper secondary level leading to the entrance qualification for universities of applied sciences] [4] ☐Allgemeine Hochschulreife [general higher education entrance qualification] or fachgebundene Hochschulreife [subject-specific higher education entrance qualification] (Abitur/EOS grade 12) [5] ☐Special school-leaving qualifications [6] ☐Other qualification [7] ☐*Refused*
[-97] ☐*Don't know* [-98] ☐

goto 63110

Variables

p731807	interviewee's foreign school-leaving qualification, German equivalent	pParent
---------	---	---------

Condition: if (63106 <> -97, -98) OR ((63106 = -96 & (63107 <> -97, -98))

63110 How many years did you go to school in <h_S4BA2> to obtain this qualification?

Condition: if (63106 = -97, -98) OR ((66106 = -96) & (63107 = -97, -98))

63110 How many years did you go to school to obtain this qualification?*Please record the number of years at school, not the age in the year the qualification was obtained.*

|_|_| School years

Range: 1 - 25

goto 63111

Variables

p731808	Duration of school attendance interviewee abroad in years	pParent
---------	---	---------

Condition: if (63106 <> -97, -98) OR (63106 = -96 & (63107 <> -97, -98))

63111 With this qualification, were you entitled to study at a university or a higher education institution in <h_S4BA2>?

Condition: if (63106 = -97, -98) OR (66106 = -96) & (63107 = -97, -98))

63111 With this qualification, were you entitled to study at a university or a higher education institution?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (h_S3SHB = 3) goto 63117

if (h_S3SHB = 1) goto 63112

Variables

p731809	Entitlement to study at higher ed. inst./uni. with foreign school-leaving qual.	pParent
---------	---	---------

63112 Have you ever completed a vocational training or a higher education program?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (63112 = 1) goto 63113

if (63112 = 2, -97, -98) goto 63127Z

autoif (63112 = 2 & h_S3SHB = 1) 63118 = -20

Variables

p731810	Vocational training / higher education respondent	pParent
---------	---	---------

Condition: if ((63104 <> 2) OR ((63104 = 2) & (63106 = -97, -98)) OR ((63106 = -96) & (63107 = -97, -98)))

63113 And where did you obtain your highest vocational qualification? In Germany or in another country?

Condition: if (63104 = 2 & ((63106 <> -97, -98, -96) OR ((63106 = -96) & (63107 <> -97, -98))))

63113 And where did you obtain your highest vocational qualification? In Germany, in <h_S4BA2> or in another country?

In Germany [1] ☐

In <h_S4BA2> [2] ☐

In another country [3] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (63113 = 1) goto 63118
if (63113 <> 1) goto 63114

Variables

p731811	Highest vocational qualification respondent in Germany or abroad	pParent
---------	--	---------

63114 What kind of vocational training was it?

Please read answer options aloud.

I was trained in a company [1] ☐

I did a longer vocational training in a company [2] ☐

I attended a vocational school [3] ☐

He/she attended a higher education institution/university
[4] ☐

Other [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 63128

Variables

p731812	Type of vocational training respondent	pParent
---------	--	---------

63128 How many years did this vocational training last?

Please state the number of training years, not the age in years at the time of obtaining the qualification. If there are any questions: Years spent at a general educational establishment should not be included.

|_|_|_| Years of training

Range: 1 - 25

goto 63127Z

Variables

p731824	Duration respondent's training abroad in years	pParent
---------	--	---------

Condition: if lpbw4 <> 1 & (h_S3SHB2d <>2)

63117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, have you obtained an additional vocational education qualification?

Condition: if lpbw4 <> 1 & (h_S3SHB2d = 2)

63117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, have you obtained a vocational education qualification?

Condition: if lpbw4 = 1 & (h_S3SHB2d <>2)

63117 Now we would like to know what has changed since our second last interview. Since our second last interview in !!< intm2PRE / intj2PRE >!!, have you obtained an additional vocational education qualification?

Condition: if lpbw4 = 1 & (h_S3SHB2d = 2)

63117 Now we would like to know what has changed since our second last interview. Since our second last interview in !!< intm2PRE / intj2PRE >!!, have you obtained a vocational education qualification?

if lpbw4 = 1 No questions about vocational education qualifications were asked in the last interview; thus, the update refers to the second last interview.

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (63117 = 1) goto 63118

if (63117 = 2, -97, -98) goto 63127Z

Variables

p731813	Update vocational education qualification interviewee	pParent
---------	---	---------

Condition: if (h_S3SHB2 = 2)

63118 What is the highest vocational qualification you have?

Condition: if (h_S3SHB2 = 1)

63118 What vocational qualification have you completed?

Please do not read answer options aloud, allocate responses. If a qualification is not stated, just an institution: "What qualification did you obtain at this institution?" For qualifications obtained abroad, please allocate as follows: "What would have been the approximate equivalent of this qualification in Germany?"

Vocational qualification (commercial, corporate, trade-oriented, agricultural) journeyperson's or assistant's certificate, dual vocational education and training, GDR: skilled worker's certificate [1]	<input type="checkbox"/>
Foreman's, technician's certificate [2]	<input type="checkbox"/>
Civil service vocational training (civil service examination) [3]	<input type="checkbox"/>
Leaving certificate from a school for health care professionals [4]	<input type="checkbox"/>
Leaving certificate of the Berufsfachschule, leaving certificate of a commercial school [5]	<input type="checkbox"/>
Leaving certificate of the Fachschule <<(including leaving qualification of the Fachakademie [type of school in Bavaria offering advanced vocational education and the possibility to obtain the entrance qualification for universities of applied sciences])>> [6]	<input type="checkbox"/>
Leaving certificate of the Fachschule in the GDR [7]	<input type="checkbox"/>
Bachelor's degree (e.g. B.A., B.Sc.) [8]	<input type="checkbox"/>
Diplom [German degree in tertiary education, pre-Bologna system, level equivalent to master], Master (M.A.) [9]	<input type="checkbox"/>
Magister [German degree in tertiary education, pre-Bologna system, level equivalent to master], state examination [10]	<input type="checkbox"/>
Award of a doctorate, habilitation [11]	<input type="checkbox"/>
Berufsakademie [university of cooperative education], cooperative state university without further specification [12]	<input type="checkbox"/>
College of public administration without further specification [13]	<input type="checkbox"/>
University of applied sciences, former college of engineering without further specification [14]	<input type="checkbox"/>
University without further specification [15]	<input type="checkbox"/>
Higher education degree (course of studies) without further specification [16]	<input type="checkbox"/>
Semi-skilled vocational training with a company [17]	<input type="checkbox"/>
GDR: Qualification as a semi-skilled worker [19]	<input type="checkbox"/>
Other certificate of vocational training [21]	<input type="checkbox"/>
No vocational qualification [-20]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (63118 = 3) goto 63126 if (63118 = 8, 9) goto 63123 if (63118 = 10) goto 63125 if (63118 = 12, 13, 14, 15, 16) goto 63121 if (63118 = 21) goto 63119 if (63118 = 1, 2, 4 to 7, 11, 17, 19, -98, -97, -20) goto 63127Z autoif (63118 = 10, 11) 63123 = 4	

Variables		
p731813	(Highest) professional qualification respondent	pParent

63119 What other leaving qualification is that?



goto 63120

Variables		
p731864_O	Vocational degree partner (open)	pParent

63121 What is the exact name of this qualification?

Please read answer options aloud.

Bachelor (e.g. B.A., B.Sc., B.Eng, LL.B) [1] ☐

Diplom [degree in higher education equivalent to master, pre-Bologna system], Master (e.g. M.A., M.Sc., LL.M) [2] ☐

Magister, state examination [3] ☐

Award of a doctorate [4] ☐

Other leaving qualification [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (63121 = 1, 2, -97, -98) & 63118 = 16 goto 63123
 if (63121 = 1, 2, -97, -98) & (63118 = 12, 13) goto 63127Z
 if (63121 = 1, 2, -97, -98) & (63118 = 14, 15) goto 63125
 if (63121 = 3) goto 63125
 if (63121 = 4) goto 63127Z
 if (63121 = 5) goto 63122
 autoif ((63121 = 3, 4) & 63118 = 16) 63123 = 4

Variables		
p731816	Type tertiary qualification respondent	pParent

63123 And at which institution did you complete this qualification? Was that a Berufsakademie, a college of public administration, a Fachhochschule or former college of engineering, or a university?

 University of cooperative education [1] ☐

 College of public administration [2] ☐

 University of applied sciences or former college of engineering [3] ☐

 University (including technical university, medical university, theological college, teacher training college, veterinary college as well as colleges of music and art) [4] ☐

 Another institution [5] ☐

 Refused [-97] ☐

 Don't know [-98] ☐

if (63123 = 1, 2) goto 63127Z
 if (63123 = 5) goto 63124
 if (63123 <> 1, 2, 5) goto 63125

Variables

p731818	Respondent's type of training institution	pParent
---------	---	---------

63125 Were you awarded a doctorate or are you currently working towards your doctorate?

 Yes, doctorate completed [1] ☐

 Yes, doctorate ongoing [2] ☐

 No [3] ☐

 Refused [-97] ☐

 Don't know [-98] ☐

goto 63127Z

Variables

p731820	Award of doctorate respondent	pParent
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63126 Was that civil servant training for the subclerical, clerical, executive or administrative class of service?		
Sub-clerical class [1]	<input type="checkbox"/>	
Clerical class [2]	<input type="checkbox"/>	
Executive class [3]	<input type="checkbox"/>	
Administrative class [4]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
goto 63127Z		
Variables		
p731821	Civil servant training respondent	pParent

Content-related questions from here on

64101 If we now move on to your employment status. Are you currently employed full or part-time, working “on the side” or not employed?		
<i>By “working on the side” we mean under 15 hours per week, or a “mini-job”. If someone has two part-time jobs, they are considered to be full-time. “In training” is defined as not. employed</i>		
Full-time employed [1]	<input type="checkbox"/>	
Part-time employed [2]	<input type="checkbox"/>	
Side-job [3]	<input type="checkbox"/>	
Unemployed [4]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
<p>if (64101 = 1, 2, 3) goto 64102 (Arbeitsstunden)</p> <p>if (64101 = -97, -98) goto 64121 (Sozhi)</p> <p>if (64101 = 4 & Erstbefragte = 1 & (24021 = 1, -97, -98)) goto 64103 (Recht ET)</p> <p>if (64101 = 4 & Erstbefragte = 1 & (24021 <> 1, -97, -98)) goto 64104 (Nicht-Erwerb)</p> <p>if (64101 = 4 & Erstbefragte = 2) goto 64104 (Nicht-Erwerb)</p> <p>autoif (Erstbefragte = 1) h_ET = 0</p> <p>autoif (h_ET = 2, 3) & (64101 = 1, 2) h_S3SHET = 2</p> <p>autoif (h_ET = 2, 3) & (64101 = 3, 4, -97, -98) h_S3SHET = 4</p> <p>autoif (h_ET = 0 & (64101 = 1, 2)) h_S3SHET = 2</p> <p>autoif (h_ET = 0 & (64101 = 3, 4, -97, -98)) h_S3SHET = 3</p>		
Variables		
p731901	Respondent's employment	pParent

64102 How many hours do you work on average per week – including any side jobs?

This means actual working hours out of "paid employment" (including work in side jobs).

|_|_|_| Hours

More than 90 hours per week [94]

☐

Range: 0 - 90

if (64101 = 3) goto 64104 (Nicht-Erwerb)

if (64101 <> 3 & h_ET = 0) goto 64108 (Beruf)

if (64101 <> 3 & h_ET = 1) goto 64105 (Intro Beruf)

if (64101 <> 3 & (h_ET = 2, 3)) goto 64108 (Beruf)

Variables

p731902

Respondent's working hours

pParent

64103 Are you currently permitted to pursue an employment in Germany?

Yes [1]

☐

No [2]

☐

Refused
[-97]

☐

Don't know [-98]

☐

goto 64104

Variables

p401180

Right to pursue employment in Germany respondent

pParent

64104 What do you mainly do at the moment?

Please allocate responses! - Do not read out, only if needed: "By this I mean are you currently unemployed, a housewife or house husband or a pensioner, in any kind of training or similar"

Unemployed [1]	<input type="checkbox"/>
Short-time working [2]	<input type="checkbox"/>
1 Euro job, ABM or similar BA/Jobcenter or ARGE job center program [3]	<input type="checkbox"/>
Partial retirement, regardless of which phase [4]	<input type="checkbox"/>
General school education [5]	<input type="checkbox"/>
Professional training [6]	<input type="checkbox"/>
Master / foreman technician training [7]	<input type="checkbox"/>
Higher education [8]	<input type="checkbox"/>
Doctorate [9]	<input type="checkbox"/>
Re-training, further education [10]	<input type="checkbox"/>
On maternity leave / parental leave [11]	<input type="checkbox"/>
Housewife / house husband [12]	<input type="checkbox"/>
On sick leave / temporarily unable to work [13]	<input type="checkbox"/>
Pensioner, (pre-) retirement [14]	<input type="checkbox"/>
(voluntary) military or community service, federal voluntary service, voluntary social, ecological or European voluntary year [15]	<input type="checkbox"/>
Something else [16]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>

if (h_ET = 0) goto 64108

if (64104 = 1 & h_ET <> 0) goto 64119 (Arbeitslos gemeldet)

if (64104 <> 1 & h_ET <> 0) goto 64121 (Sozhi)

Variables

p731903

Respondent's status

pParent

64106 Is this still the case?		
Yes [1]	<input type="checkbox"/>	
No [2]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
<p> <i>if (h_S3SHET = 4) goto 64121 (Sozhi)</i> <i>if (64106 = 2) goto 64108 (Beruf)</i> <i>if (64106 = 1 & (h_S3SHET4AF <> 51, 52, 53, 23)) goto 64116 (Leitungsposition)</i> <i>if (64106 = 1 & h_S3SHET4AF = 23) goto 64117 (Anzahl Leitungsposition)</i> <i>if (64106 = 1 & (h_S3SHET4AF = 51, 52, 53)) goto 64115 (Anzahl Beschä)</i> <i>if (64106 = -98, -97) goto 64121 (Sohi)</i> <i>autoif (64106 = 1 & h_S3SHET4AF = 23) 64116 = 1</i> <i>autoif (h_ET = 1 & 64105 <> 2 & 64106 = 1) h_S3SHET = 0</i> <i>autoif (h_ET = 1 & 64105 <> 2 & (64106 = 2, -97, -98)) h_S3SHET = 2</i> </p>		
Variables		
p731904_g16	Occupation subject (SIOPS-08)	pParent
p731904_g15	Occupation subject (CAMSIS)	pParent
p731904_g14	Occupation subject of respondent (ISEI-08)	pParent
p731904_g9	Occupation subject (BLK)	pParent
p731904_g8	Occupation subject (EGP)	pParent
p731904_g7	Occupation subject (MPS)	pParent
p731904_g6	Occupation subject (SIOPS-88)	pParent
p731904_g5	Occupation subject (ISEI-88)	pParent
p731904_g4	Occupation subject (ISCO-08)	pParent
p731904_g3	Occupation subject (ISCO-88)	pParent
p731904_g2	Occupation subject (KldB 2010)	pParent
p731904_g1	Occupation subject (KldB 1988)	pParent

Condition: if (h_S3SHET = 1)

64108 Then we haven't recorded that correctly. Please tell me, what is your current occupation?

Condition: if (h_S3SHET = 2)

64108 Please tell me your current occupation:

Condition: if (h_S3SHET = 3)

64108 What was your last occupation?

Please ask for an exact job description or occupation. For example, please don't put "mechanic" but rather "precision or car mechanic", or instead of "teacher" put "History teacher at a Gymnasium". In the case of temporary employment [placement by commercial employment agencies], please ask for the main occupation at the same temporary employment firm: "What is your main occupation at the temporary employment firm?" If someone has several occupations, please indicate the activity with the greatest number of hours, if this is the same, please relate the questions to the occupation with the higher income.



Has never been employed [-20]

☐

if (64108 <> -20) goto 64109

if (64108 = -20 & 64104 = 1) goto 64119

if (64108 = -20 & 64104 <> 1) goto 64121

Variables

p731904_g16	Occupation subject (SIOPS-08)	pParent
p731904_g15	Occupation subject (CAMSIS)	pParent
p731904_g14	Occupation subject of respondent (ISEI-08)	pParent
p731904_g9	Occupation subject (BLK)	pParent
p731904_g8	Occupation subject (EGP)	pParent
p731904_g7	Occupation subject (MPS)	pParent
p731904_g6	Occupation subject (SIOPS-88)	pParent
p731904_g5	Occupation subject (ISEI-88)	pParent
p731904_g4	Occupation subject (ISCO-08)	pParent
p731904_g3	Occupation subject (ISCO-88)	pParent
p731904_g2	Occupation subject (KIdB 2010)	pParent
p731904_g1	Occupation subject (KIdB 1988)	pParent

Condition: if (h_S3SHET = 1, 2)

64109 What vocational position do you have there? Are you ...

Condition: if (h_S3SHET = 3)

64109 What vocational position did you have there? Were you ...Worker [1] ☐clerk, including clerk in the civil service [2] ☐Civil servant, including judge, excluding soldier [3] ☐Regular or professional soldier [4] ☐Self-employed [5] ☐Assisting family member [6] ☐Freelancer [7] ☐Refused
[-97] ☐Don't know [-98] ☐

if (64109 = 1) goto 64110
 if (64109 = 2) goto 64111
 if (64109 = 3) goto 64112
 if (64109 = 4) goto 64113
 if (64109 = 5) goto 64114
 if (64109 = 6, 7, -97, -98) goto 64116

Variables

p731905	Vocational position interviewee	pParent
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Condition: if (h_S3SHET = 1, 2)

64110 What vocational position is that exactly?

Condition: if (h_S3SHET = 3)

64110 What vocational position was that exactly?

Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.

Unskilled worker [10] ☐

Semi-skilled worker/partially skilled worker [11] ☐

Skilled worker, journeyman [12] ☐

Assistant foreman, group leader, Brigadier [13] ☐

Foreman/construction foreman [14] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 64116

Variables

p731906	Exact vocational position respondent - worker	pParent
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Condition: if (h_S3SHET = 1, 2)

64111 What is the main activity involved?

Condition: if (h_S3SHET = 3)

64111 What was the main activity involved?

Please read options aloud. Please adapt the formulation of the answers to the gender of the respondent.

Simple occupation, e.g. salesperson [20] ☐

Qualified occupation, e.g. office clerk, technical drafting [21] ☐

Highly qualified occupation, or leading position, e.g. engineer, research assistant, department manager [22] ☐

Occupation with extensive management tasks, e.g., director, managing director, member of the management board [23] ☐

Production- and plant foreman [24] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (64111 = 23) goto 64117

if (64111 <> 23) goto 64116

autoif (64111 = 23) 64116 = 1

Variables

p731907	Exact vocational position respondent - employee	pParent
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Condition: if (h_S3SHET = 1, 2)

64112 Exactly which civil service category are you in there?

Condition: if (h_S3SHET = 3)

64112 Exactly which civil service category were you in there?*Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.*Sub-clerical class (up to and including Oberamtsmeister
[civil servant in the pay bracket A5]) [30] ☐Middle grade civil servant (from Assistant [civil servant in
the pay bracket A5] up to and including Hauptsekretär
[civil servant in the pay bracket A8] or Amtsinspektor [civil
servant in the pay bracket A9] [31] ☐Executive class (from Inspektor [civil servant in the pay
bracket A9] to Amtsrat [civil servant in the pay bracket
A12] or Oberamtsrat [civil servant in the pay bracket A13]
and elementary as well as basic and intermediate
secondary school teachers) [32] ☐Administrative class, judge (from Regierungsrat [civil
servant in the pay bracket A13] and higher, e.g. Studienrat
[junior position held by school teachers upon career entry])
[33] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 64116

Variables

p731908	Exact vocational position respondent - civil service category	pParent
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Condition: if ((h_S3SHET = 1,2) & h_sex <> 2)

64113 What rank are you as a regular or professional soldier?

Condition: if ((h_S3SHET = 1, 2) & h_sex = 2)

64113 What rank are you as a regular or professional soldier?

Condition: if ((h_S3SHET = 3 & h_sex <> 2))

64113 What rank were you as a regular or professional soldier?

Condition: if ((h_S3SHET = 3 & h_sex = 2))

64113 What rank were you as a regular or professional soldier?

Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.

Bearer of a military rank [40] ☐

Non-commissioned officer (corporal, sergeant, sergeant major, staff sergeant) [41] ☐

Officer, lieutenant, captain [42] ☐

Staff officer (major and above) [43] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 64116

Variables

p731909	Exact vocational position respondent - professional / regular soldier	pParent
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Condition: if (h_S3SHET = 1, 2)

64114 In what area are you self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect) in agriculture or in another area (e.g. in business, commerce, industry or services)?

Condition: if (h_S3SHET = 3)

64114 In what area were you self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect) in agriculture or in another area (e.g. in business, commerce, industry or services)?

Self-employed person in an academic self-employed profession, e.g. doctor, lawyer, architect [51] ☐

Self-employed person in agriculture [52] ☐

Self-employed person in trade, commerce, industry, service; other self-employment or entrepreneurship [53] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 64115

Variables

p731910	Respondent exact vocational position - self-employed person	pParent
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Condition: if (h_S3SHET = 0, 1, 2)

64115 How many employees do you have?

Condition: if (h_S3SHET = 3)

64115 How many employees did you have?*Read options aloud only if necessary.*None [0] ☐1 to 4 [1] ☐5 to 9 [2] ☐10 to 19 [3] ☐20 to 49 [4] ☐50 to 99 [5] ☐100 to 199 [6] ☐200 to 249 [7] ☐250 to 499 [8] ☐500 to 999 [9] ☐1,000 to 1,999 [10] ☐2,000 and more [11] ☐Refused
[-97] ☐Don't know [-98] ☐

if (Erstbefragte = 1 & h_S4ETH2 = 1) goto 64118
 if (Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 = 1) goto 64119
 if (Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 <> 1) goto 64121
 if (Erstbefragte = 2 & 64104 = 1) goto 64119
 if (Erstbefragte = 2 & 64104 <> 1) goto 64121

Variables

p731911_D	Number of employees respondent (aggregated)	pParent
p731911_R	Number of employees respondent	pParent

Condition: if (h_S3SHET = 0, 1, 2)	
64116 Are you in an executive position?	
Condition: if (h_S3SHET = 3)	
64116 Were you in an executive position?	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (64116 = 1) goto 64117 if (64116 <> 1 & Erstbefragte = 1 & h_S4ETH2 = 1) goto 64118 if (64116 <> 1 & Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 = 1) goto 64119 if (64116 <> 1 & Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 <> 1) goto 64121 if (64116 <> 1 & Erstbefragte = 2 & 64104 = 1) goto 64119 if (64116 <> 1 & Erstbefragte = 2 & 64104 <> 1) goto 64121	

Variables		
p731912	Executive position respondent	pParent

Condition: if (h_S3SHET = 0, 1, 2)	
64117 How many workers directly report to you?	
Condition: if (h_S3SHET = 3)	
64117 How many workers directly reported to you?	
<i>If needed: 'Report to you' means that you manage these people.</i>	
0 [1]	<input type="checkbox"/>
1-2 [2]	<input type="checkbox"/>
3-9 [3]	<input type="checkbox"/>
10 or more [4]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (Erstbefragte = 1 & h_S4ETH2 = 1) goto 64118 if (Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 = 1) goto 64119 if (Erstbefragte = 1 & h_S4ETH2 = 2 & 64104 <> 1) goto 64121 if (Erstbefragte = 2 & 64104 = 1) goto 64119 if (Erstbefragte = 2 & 64104 <> 1) goto 64121	

Variables		
p731913	Managerial authority interviewee number	pParent

64118 What would you say: Compared to the professional situation in your home country, is your situation much worse, worse, the same, better or much better?

Worsened a lot [1]	<input type="checkbox"/>
Worsened [2]	<input type="checkbox"/>
Remained the same [3]	<input type="checkbox"/>
Improved [4]	<input type="checkbox"/>
Improved a lot [5]	<input type="checkbox"/>
<i>was not employed in country of origin [-20]</i>	<input type="checkbox"/>
<i>Refused [-97]</i>	<input type="checkbox"/>
<i>Don't know [-98]</i>	<input type="checkbox"/>
<i>if (64104 = 1) goto 64119</i> <i>if (64104 <> 1) goto 64121</i>	

Variables		
p401200	Cmp:current professional situation-professional situation resp. home country	pParent

64119 Are you currently registered as unemployed?

If "registered as unemployed" is not clear: "By registered I mean are you registered with the Federal Agency for Employment (BA)."

Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
<i>Refused [-97]</i>	<input type="checkbox"/>
<i>Don't know [-98]</i>	<input type="checkbox"/>
<i>goto 64120</i>	

Variables		
p731914	Respondent registered as unemployed	pParent

Condition: if (64119 = 1)

64120 Since when have you been registered as unemployed? Please state the month and year.

Condition: if (64119 <> 1)

64120 Since when have you been unemployed? Please state the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 1 - 12

|_|_|_|_| Year

Range: 1,900 - 9,999

goto 64121

Variables

p73191m	Unemployed since: month	pParent
p73191y	Unemployed since: year	pParent

64121 Do you currently receive one of the following government benefits: Unemployment compensation II or social money under the Hartz IV program or social welfare?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 64122Z

Variables

p731915	Government benefits respondent	pParent
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24 Partnership of interviewed parent

25001 Are you currently ...

Please read out the responses. For info: registered civil partnership only applies to same-sex couples.

Married and live with your spouse, [1]	<input type="checkbox"/>
Married and live apart from your spouse, [2]	<input type="checkbox"/>
Divorced, [3]	<input type="checkbox"/>
Widowed, [4]	<input type="checkbox"/>
Single, [5]	<input type="checkbox"/>
Or do you live in a registered civil partnership? [6]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>

```

if (25001 = 1 & h_S3SHP_daPRE <> 1 & Partnerfragen = 2) goto 25012Z
if (25001 = 1 & h_S3SHP_daPRE <> 1 & Partnerfragen = 1) goto 25010
if (25001 = 1 & h_S3SHP_daPRE = 1) goto 25008
if (25001 = 2, 3, 4, 5, 6, -97, -98) goto 25002

autoif (25001 = 1 & h_sex <> 2) 25004 = 2
autoif (25001 = 1 & h_sex = 2) 25004 = 1
autoif (25001 = 6 & h_sex <> 2) 25004 = 1
autoif (25001 = 6 & h_sex = 2) 25004 = 2
autoif (25001 = 1) 25002 = 1
autoif (25001 = 1) h_S3SHP_da = 1
autoif (25001 = 1) h_S3SHP_hh = 1
autoif (25001 = 1 & Erstbefragte = 1) h_S3SHP = 2
autoif (25001 = 6) h_S3SHP_da = 1
autoif (Erstbefragte = 2 & h_S3SHP_daPRE <> 1 & h_S3SHP_da = 1) 25008 = -20
autoif (25001 = 1 & h_S3SHP_daPRE <> 1) h_S3SHP = 2

```

Variables

p731110	Respondent's marital status	pParent
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25002 Do you currently live with a long-term partner?		
Yes [1]	<input type="checkbox"/>	
No [2]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
<pre> if ((25002 = 2, -97, -98) & 25001 <> 6) goto 25003 if ((25002 = 2, -97, -98) & 25001 = 6 & h_S3SHP_daPRE <> 1 & Partnerfragen = 2) goto 25012Z if ((25002 = 2, -97, -98) & 25001 = 6 & h_S3SHP_daPRE <> 1 & Partnerfragen = 1) goto 25010 if ((25002 = 2, -97, -98) & 25001 = 6 & h_S3SHP_daPRE = 1) goto 25008 if (25002 = 1 & h_S3SHP_daPRE <> 1 & Partnerfragen = 2) goto 25012Z if (25002 = 1 & h_S3SHP_daPRE <> 1 & Partnerfragen = 1) goto 25010 if (25002 = 1 & h_S3SHP_daPRE = 1) goto 25008 autoif (25002 = 1) h_S3SHP_da = 1 autoif (25002 <> 1) & (25001 <> 6) h_S3SHP_da = 2 autoif (25002 <> 1) & (25001 = 6) h_S3SHP_da = 1. autoif (25002 = 1) h_S3SHP_hh = 1 autoif (25002 <> 1) h_S3SHP_hh = 2 autoif (25002 = 2) h_S3SHP = 1 autoif (25002 = -97, -98) h_S3SHP = 4 autoif (Erstbefragte = 2 & h_S3SHP_daPRE <> 1 & h_S3SHP_da = 1) 25008 = -20 autoif (25002 = 1 & h_S3SHP_daPRE <> 1) h_S3SHP = 2 </pre>		
Variables		
p731111	Living together with a partner	pParent

25003 Are you currently in a stable relationship with a partner?		
Yes [1]	<input type="checkbox"/>	
No [2]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
<pre> if (25003 = 2, -97, -98) goto 25012Z if (25003 = 1 & h_S3SHP_daPRE <> 1 & Partnerfragen = 1) goto 25010 if (25003 = 1 & h_S3SHP_daPRE <> 1 & Partnerfragen = 2) goto 25012Z if (25003 = 1 & h_S3SHP_daPRE = 1) goto 25008 autoif (25003 = 1) h_S3SHP_da = 1 autoif (Erstbefragte = 2 & h_S3SHP_daPRE <> 1 & h_S3SHP_da = 1) 25008 = -20 </pre>		
Variables		
p731112	Stable partner	pParent

Condition: if lpbw4 <> 1

25008 Is that the same partner as in our last interview in < intmPRE / intjPRE >?

Condition: if lpbw4 = 1

25008 Is that the same partner as in our second last interview in !!< intm2PRE / intj2PRE >!!?

lpbw4 = 1 No updates regarding sociodemographics, education, and employment of partner in the last interview; thus, the updates in this interview refers to the second last interview. This is why it is asked whether the partner is the same as in second last interview here.

Yes [1] ☐No [2] ☐No partner present in previous wave [-20] ☐Refused
[-97] ☐Don't know [-98] ☐

if (h_S3SHP_da <> 1) goto 25012Z
 if (h_S3SHP_da = 1 & Partnerfragen = 2) goto 25012Z
 if (h_S3SHP_da = 1 & h_S3SHP_hh = 1 & Partnerfragen = 1 & (25008 = 1)) goto 25010
 if (h_S3SHP_da = 1 & h_S3SHP_hh = 2 & Partnerfragen = 1 & (25008 = 1)) goto 25012Z
 if (h_S3SHP_da = 1 & Partnerfragen = 1 & (25008 = 2, -20, -97, -98)) goto 25010

autoif (25008 = 1 & 25004 = .) 70103P8
 autoif (25008 = 1 & h_S3SHP_hh = 1 & S3SHP_infoPRE = 1) h_S3SHP = 3
 autoif (25008 = 1 & h_S3SHP_hh = 1 & S3SHP_infoPRE <> 1) h_S3SHP = 2
 autoif ((25008 = 2, -20, -97, -98) & h_S3SHP_hh = 1) h_S3SHP = 2
 autoif ((25008 = 2, -20, -97, -98) & h_S3SHP_hh = 2) h_S3SHP = 1
 autoif (25008 = 1 & 70103P27 <> 1) h_S3SHP = 2
 autoif (25008 <> 1) h_S3SHPB1d = .
 autoif (25008 <> 1) h_S3SHPB2d = .
 autoif (25008 <> 1) h_S3SHPB1 = 2
 autoif (25008 <> 1) h_S3SHPB2 = 2
 autoif (h_S3SHPB1 = 2 & h_S3SHPB2 = 2) h_S3SHPB = 1
 autoif (25008 <> 1) h_PET = 0
 autoif (25008 <> 1) h_S3SHPET4AF = .
 autoif (25008 <> 1) 70103P8 = .
 autoif (25008 <> 1) 70103P29 = .
 autoif (25008 <> 1) 70103P30 = .
 autoif (25008 <> 1) 70103P31 = .
 autoif (25008 <> 1) 70103P59 = .
 autoif (25008 <> 1) 70103P61 = .
 autoif (25008 <> 1) 70103P32 = .
 autoif (25008 <> 1) 70103P33 = .
 autoif (25008 <> 1) 70103P35 = .
 autoif (25008 <> 1) 70103P36 = .
 autoif (25008 <> 1) 70103P37 = .
 autoif (25008 <> 1) 70103P38 = .
 autoif (25008 <> 1) 70103P39 = .
 autoif (25008 <> 1) 70103P40 = .
 autoif (25008 <> 1) 70103P41 = .
 autoif (25008 <> 1) 70103P34 = .

Variables

p731119	Partner from previous wave	pParent
---------	----------------------------	---------

25010 Now let's talk about questions regarding your partner as a person. Surely you've already informed him or her that we will ask questions about that, too.		
Target person does not disagree [1]		<input type="checkbox"/>
Target person disagrees [2]		<input type="checkbox"/>
<i>if (25010 = 1) goto 25012</i> <i>if (25010 = 2) goto 25011</i>		
Variables		
p731113	Inquiry consent partner	pParent

25011 Is he or she available so that we can do that quickly?		
Yes [1]		<input type="checkbox"/>
No [2]		<input type="checkbox"/>
Refused [-97]		<input type="checkbox"/>
Don't know [-98]		<input type="checkbox"/>
<i>if (25011 = 1) goto 25012</i> <i>if (25011 = 2, -98, -97) goto 25012Z</i> <i>autoif (25011 = 2, -97, -98) h_S3SHP = 5</i>		
Variables		
p731114	Inquiry subsequent agreement	pParent

Condition: 25010 = 1

25012 Did he or she agree with this?

Condition: 25011 = 1

25012 Does he or she agree with this?Yes [1] ☐No [2] ☐Refused
[-97] ☐Don't know [-98] ☐*if (25012 = 2, -97, -98) goto 25012Z**if (25012 = 1 & Erstbefragte = 1 & (25001 = 2, 3, 4, 5, -98, -97)) goto 25004**if (25012 = 1 & Erstbefragte = 1 & (25001 = 1 or 25001 = 6) & 25002 = 1) goto 25007**if (25012 = 1 & Erstbefragte = 1 & 25001 = 6 & (25002 = 2, -97, -98)) goto 25009**if (25012 = 1 & Erstbefragte = 2 & (25008 = 1) & S3SHP_infoPRE = 1) goto 25012Z**if (25012 = 1 & Erstbefragte = 2 & 25008 = 1 & S3SHP_infoPRE <> 1 & (25001 = 2, 3, 4, 5, -97, -98)) goto 25004**if (25012 = 1 & Erstbefragte = 2 & 25008 = 1 & S3SHP_infoPRE <> 1 & (25001 = 1, 6) & h_S3SHP_hh = 1) goto 25007**if (25012 = 1 & Erstbefragte = 2 & 25008 = 1 & S3SHP_infoPRE <> 1 & (25001 = 1, 6) & h_S3SHP_hh = 2) goto 25009**if (25012 = 1 & Erstbefragte = 2 & (25008 = 2, -20, -97, -98) & (25001 = 2, 3, 4, 5, -97, -98) goto 25004**if (25012 = 1 & Erstbefragte = 2 & (25008 = 2, -20, -97, -98) & (25001 = 1, 6) & h_S3SHP_hh = 1) goto 25007**if (25012 = 1 & Erstbefragte = 2 & (25008 = 2, -20, -97, -98) & 25001 = 6 & h_S3SHP_hh = 2) goto 25009**autoif (25012 = 2, -97, -98) h_S3SHP = 5.*

Variables

p731115	Informed agreement partner	pParent
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25004 Is your partner male or female?Male [1] ☐Female [2] ☐Refused
[-97] ☐Don't know [-98] ☐*if (h_S3SHP_hh = 1) goto 25007**if (h_S3SHP_hh = 2) goto 25009*

Variables

p731116	Partner's gender	pParent
---------	------------------	---------

Condition: if (25004 <> 2)
25007 Since when have you been living with your partner? Please tell me the month and year.
Condition: if (25004 = 2)
25007 Since when have you been living with your partner? Please tell me the month and year.
If the respondent is not sure about the month: "Please tell me approximately what month that was."

Month

Range: 1 - 12

Year

Range: 1,900 - 9,999

goto 25009

Variables		
p73111y	Started living with partner (year)	pParent
p73111m	Started living with partner (month)	pParent

Condition: if (25004 = 1)

25009 How is your partner related to <target child's name>?

Condition: if (25004 = 2)

25009 How is your partner related to <target child's name>?

Condition: if (25004 <> 1 & 25004 <> 2)

25009 What is the nature of your partner's relationship to <target child's name>?*Wait for spontaneous answer; If the spontaneous answer is imprecise, if there are any questions or if no spontaneous response is offered: Read out categories.*Biological mother [1] ☐Biological father [2] ☐Adoptive mother [3] ☐Adoptive father [4] ☐Foster mother [5] ☐Foster father [6] ☐Partner of the father / mother [7] ☐Partner of the mother / father [8] ☐Stepmother [9] ☐Stepfather [10] ☐Other relationship [11] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 25012Z

if (25004 <> 1) 1: leibliche Mutter

if (25004 <> 2) 2: leiblicher Vater

if (25004 <> 1) 3: Adoptivmutter

if (25004 <> 2) 4: Adoptivvater

if (25004 <> 1) 5: Pflegemutter

if (25004 <> 2) 6: Pflegevater

if (25004 <> 1) 7: Partnerin des Vaters/der Mutter

if (25004 <> 2) 8: Partner der Mutter/des Vaters

if (25004 <> 1) 9: Stiefmutter

if (25004 <> 2) 10: Stiefvater

11: Sonstiges Verhältnis

Variables

p731117	Relationship partner to target child	pParent
---------	--------------------------------------	---------

25 Sociodemographics partner of interviewed parent

Condition: if (25004 <> 2)

26001 Now I would like to get some details about your partner. What year was your partner born in?

Condition: if (25004 = 2)

26001 Now I would like to get some details about your partner. What year was your partner born in?

|_|_|_|_|_|_|_|

goto 26002

Variables

p73175y

Partner's year of birth

pParent

Condition: if (25004 <> 2)

26002 Where was your partner born?

Condition: if (25004 = 2)

26002 Where was your partner born?

In Germany / within the current borders of Germany [1] ☐

In Germany's former eastern territories [2] ☐

Abroad / in another country [3] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (26002 = 3) goto 26003

if (26002 = 1, 2, -98, -97) goto 26009

autoif (26002 <> 3) h_S4PS38 = 2

if 26001(S3SHPSD1J)>1949 1: in Deutschland

if 26001(S3SHPSD1J)>1949 3: im Ausland

if 26001(S3SHPSD1J)<1950 1: im Gebiet des heutigen Deutschlands

if 26001(S3SHPSD1J)<1950 2: in früheren deutschen Ostgebieten

if 26001(S3SHPSD1J)<1950 3: in einem anderen Land

BUTTONS: verweigert (-97), weiß nicht (-98)

Variables

p403000_g1

Partner's country of birth (Germany/abroad; edited)

pParent

p403000

Country of birth partner

pParent

Condition: if (25004 <> 2)

26003 What country was your partner born in?

Condition: if (25004 = 2)

26003 What country was your partner born in?Country List [999997] ☐Land not in list
[-96] ☐Refused
[-97] ☐Don't know [-98] ☐

if (26003 = -96) goto 26004

if (26003 <> -96) goto 26006

autoif (26003 > 0) h_S4PS2 = 26003(Label)

autoif (26003 = -97, -98) h_S4PS2 = "unbekanntes Land"

Variables

p403010_g2R	Partner's country of birth (aggregated)	pParent
p403010_g1R	Partner's country of birth	pParent

Condition: if (25004 <> 2)

26006 At what age did your partner move to Germany?

Condition: if (25004 = 2)

26006 At what age did your partner move to Germany?

If the respondent is not sure about the age: "Please tell me approximately what age that was."

|_|_| Age

Partner has not moved to Germany [-20] ☐

Range: 0 - 99

if (26006 = -20) goto 26013

if (26006 <> -20) goto 26007

autoif (26006 > 15) h_S4PS38 = 1

autoif (26006 <= 15) h_S4PS38 = 2

autoif (26006 = -97, -98, -20) h_S4PS38 = 2

Variables

p403030	Partner's age when they moved to Germany	pParent
---------	--	---------

Condition: if (25004 <> 2)

26007 There are various reasons why someone might move to Germany. Under what circumstances did your partner come to Germany back then?

Condition: if (25004 = 2)

26007 There are various reasons why someone might move to Germany. Under what circumstances did your partner come to Germany back then?

Read out the options, Please adapt the formulation of the answers to the gender of the respondent.

As an Aussiedler/in or Spätaussiedler/in (ethnic Germans who left their homes in former Eastern-bloc countries in order to settle in the Federal Republic of Germany) [1] ☐

As an asylum-seeker or refugee (also contingent refugee) [2] ☐

As a family member or partner [3] ☐

As a student or applying to be a student [4] ☐

As an employee (also intern, au-pair or similar) [5] ☐

Or for another reason [6] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (26007 = 6) goto 26008
if (26007 <> 6) goto 26013

Variables

p403040	Migrant status partner	pParent
---------	------------------------	---------

26008 [NCS] And for what reason was that?



goto 26013

Variables

p403041_O	Immigration status other	pParent
-----------	--------------------------	---------

Condition: if (25004 <> 2)

26009 What country was your partner's father born in?

Condition: if (25004 = 2)

26009 What country was your partner's father born in?

At the time of his birth, if the area the partner's father was born in was part of Germany, the answer "Germany" should be entered for country of birth.

Country List [999997] ☐Father not present / unknown [-20] ☐Land not in list [-96] ☐Refused [-97] ☐Don't know [-98] ☐

if (26009 = -96) goto 26010

if (26009 <> -96) goto 26011

Variables

p403090_g2R	Country of birth of partner's father (aggregated)	pParent
p403090_g1D	Country of birth of partner's father (Germany/abroad; edited)	pParent
p403090_g1R	Partner's father's country of birth	pParent

Condition: if (25004 <> 2)

26011 What country was your partner's mother born in?

Condition: if (25004 = 2)

26011 What country was your partner's mother born in?

At the time of his birth, if the area the partner's mother was born in was part of Germany, the answer "Germany" should be entered for country of birth.

Country List [999997] ☐Mother not present / unknown [-20] ☐Land not in list [-96] ☐Refused [-97] ☐Don't know [-98] ☐

if (26011 = -96) goto 26012

if (26011 <> -96) goto 26013

Variables

p403070_g2R	Country of birth of partner's mother (aggregated)	pParent
p403070_g1D	Country of birth of partner's mother (Germany/abroad; edited)	pParent
p403070_g1R	Partner's mother's country of birth	pParent

Condition: if (h_S3SHP = 2 & 25004 <> 2)

26013 Does your partner have the German citizenship?

Condition: if (h_S3SHP = 2 & 25004 = 2)

26013 Does your partner have the German citizenship?

Condition: if (h_S3SHP = 3 & 70103P42 = 2)

26013 Has that changed?

Yes/Yes, in the meantime he/she has acquired the German citizenship [1] ☐

No [2] ☐

Stateless [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (26013 = 1 & h_S3SHP = 3) goto 26015
 if (26013 = 1 & h_S3SHP = 2) goto 26014
 if (26013 = 2 & h_S3SHP = 3) goto 26018
 if (26013 = 2 & h_S3SHP = 2) goto 26016
 if (26013 = -20) goto 26018
 if (26013 = -97, -98) goto 26019Z
 if (h_S3SHP = 2)
 1: ja
 2: nein
 if (h_S3SHP = 3 & 70103P42 = 2)
 1: ja, hat inzwischen die deutsche Staatsangehörigkeit angenommen
 2: nein
 BUTTONS: verweigert (-97), weiß nicht (-98), staatenlos (-20)

Variables		
p404000	German citizenship partner	pParent

Condition: if (25004 <> 2)

26014 Has your partner had German nationality since birth?

Condition: if (25004 = 2)

26014 Has your partner had German nationality since birth?

Yes [1] ☐

No [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (26014 = 2) goto 26015
 if (26014 <> 2) goto 26019Z

Variables		
p404010	German nationality partner since birth	pParent

Condition: if (25004 <> 2)

26015 When did your partner receive German nationality? Please tell me the month and year.

Condition: if (25004 = 2)

26015 When did your partner receive German nationality? Please tell me the month and year.*If the respondent is not sure about the month: "Please tell me approximately what month that was."*

|_|_|_| Month

Range: 0 - 99

|_|_|_|_| Year

Range: 0 - 9,999

goto 26019Z

Variables

p40403m	Acquisition German nationality partner, date (month)	pParent
p40403y	Acquisition German nationality partner, date (year)	pParent

Condition: if (25004 <> 2)

26016 What citizenship does your partner have?

Condition: if (25004 = 2)

26016 What citizenship does your partner have?Country List [999997] ☐Stateless [-20] ☐Staatsangehörigkeit not in list
[-96] ☐Refused
[-97] ☐Don't know [-98] ☐

if (26016 = -96) goto 26017

if (26016 <> -96) goto 26018

Variables

p404050_g2R	Other nationality partner (aggregated)	pParent
p404050_g1R	Other citizenship partner	pParent

Condition: if (25004 <> 2)

26018 Is your partner's residency in Germany legally limited or legally unlimited?

Condition: if (25004 = 2)

26018 Is your partner's residency in Germany legally limited or legally unlimited?

By "limited residency" we mean for example, an "Aufenthaltserlaubnis" (residence permit), a "Sichtvermerk" (visa), a "befristete Aufenthaltserlaubnis" (limited residence permit), or an "Aufenthaltsbefugnis" (residence title for exceptional reasons). By "unlimited residency" we mean for example, a "Niederlassungserlaubnis" (permanent residence permit), an "Aufenthaltsberechtigung" (permanent residence permit -pre 2005) or an "unbefristete Aufenthaltserlaubnis" (unlimited residency permit - pre 2005).

Legally limited [1] ☐

Legally unlimited [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 26019Z

Variables

p404070	Partner's residency in German legally limited	pParent
---------	---	---------

Content-related modules from here on

Condition: if (25004 <> 2)

66104 Now a few questions about your partner's training qualifications: Did your partner complete the highest general school qualification in Germany?

Condition: if (25004 = 2)

66104 Now a few questions about your partner's training qualifications: Did your partner complete the highest general school qualification in Germany?

Please note, this means school qualifications such as the leaving certificate of the Hauptschule, the leaving certificate of the Realschule or the Abitur, not training qualifications such as vocational training or a higher education.

Yes [1] ☐No [2] ☐No school-leaving qualification [-20] ☐Refused [-97] ☐Don't know [-98] ☐

if (66104 = 2) goto 66106

if (66104 = -20) goto 66105

if (66104 = 1, -97, -98) goto 66102

autoif (66104 = -20) 66102 = -20

autoif (Erstbefragte = 1) h_S3SHPB1d = .

autoif (Erstbefragte = 1) h_S3SHPB2d = .

autoif (Erstbefragte = 1) h_S3SHPB1 = 2

autoif (Erstbefragte = 1) h_S3SHPB2 = 2

Variables

p731851_g1	Highest educational qualification in Germany partner (edited)	pParent
p731851	Partner highest training qualification in Germany	pParent

Condition: if (25004 <> 2)

66105 How many years did your partner go to school for?

Condition: if (25004 = 2)

66105 How many years did your partner go to school for?

If the partner did not go to school, please enter a 0. Please record the number of school years, not the age in years at completion.

|_|_| Years

Range: 0 - 20

if (Erstbefragte = 1) goto 66112

if (Erstbefragte = 2 & h_S3SHPB = 1) goto 66112

if (Erstbefragte = 2 & h_S3SHPB = 3) goto 66117

Variables

p731872	Partner: Number of years at school	pParent
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Condition: if (25004 <> 2)

66102 What is the highest level of general school-leaving qualification that your partner has?

Condition: if (25004 = 2)

66102 What is the highest level of general school-leaving qualification that your partner has?

Only read out the options if needed, have allocatedIf "Fachabitur" is given: please ask "Did this allow access to higher education at a university of applied sciences or a university?"If "Fachhochschule" then assign to category 4, if university, assign to category 5.For qualifications which were obtained abroad, please have allocated as follows: "What would the approximate equivalent be in Germany?"

Basic leaving certificate of the Hauptschule [school for basic secondary education], Volksschule [former name for compulsory school], 8th grade Polytechnische Oberschule (POS) [type of school in the former GDR offering intermediate secondary education] [1]

☐

Qualifying leaving certificate of the Hauptschule [2]

☐

Certificate of intermediate secondary education (Realschule [intermediate secondary school], Wirtschaftsschule [type of school in Bavaria offering intermediate secondary education with a focus on commerce], entrance qualification for universities of applied sciences or leaving certificate of a Fachoberschule [vocational school at upper secondary level leading to the entrance qualification for universities of applied sciences], Berufsfachschule [full-time vocational school]], Fachoberschulreife [certificate qualifying to study at Fachoberschule or Berufsfachschule] / 10th grade POS) [3]

☐

Entrance qualification for universities of applied sciences, leaving certificate of the Fachoberschule [4]

☐

General / subject-specific higher education entrance qualification (Abitur [higher education entrance qualification]/12th grade extended Oberschule [type of school in the former GDR leading to university entrance qualification]) [5]

☐

Leaving certificate of a special needs school [6]

☐

Other leaving qualification [7]

☐

No school-leaving qualification [-20]

☐

Refused [-97]

☐

Don't know [-98]

☐

if (66102 = 7) goto 66103

if (66102 <> 7) & (h_S3SHPB = 3) goto 66117

if (66102 <> 7) & (h_S3SHPB = 1) goto 66118

Variables

p731852_g3	Highest education qualification partner (education years = f (CASMIN))	pParent
p731852_g2	Highest education qualification partner (CASMIN)	pParent
p731852_g1	Highest education qualification partner (ISCED)	pParent
p731852	Partner highest training qualification, type	pParent

66103 What kind of school-leaving certificate was it?

if (h_S3SHPB = 3) goto 66117

if (h_S3SHPB = 1) goto 66118

Variables

p731803_O	Highest educational qualification of respondent type open	pParent
-----------	---	---------

Condition: if (25004 <> 2)

66106 What country did your partner achieve their highest school-leaving qualification in?

Condition: if (25004 = 2)

66106 What country did your partner achieve their highest school-leaving qualification in?

Country List [999997]

☐

Land not in list
[-96]

☐

Refused
[-97]

☐

Don't know [-98]

☐

if (66106 = -96) goto 66107

if (66106 <> -96) goto 66109

if (66106 > 0) h_S4PS19 = 66106(Label)

if (66106 = -97, -98) h_S4PS19= "unbekanntes Land"

Variables

p731854_g2R	Country of highest educational qualification partner (aggregated)	pParent
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p731854_g1R	Country of partner's highest school-leaving qualification	pParent
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Condition: if (25004 <> 2) & (66106 <> -97, -98)

66109 And what school-leaving qualification did your partner obtain or have recognized in <h_S4PS19>? Please tell me the equivalent German school-leaving qualification.

Condition: if (25004 <> 2) & ((66106 = -97, -98) OR ((66106 = -96) & (66107 = -97, -98)))

66109 And what school-leaving qualifications did your partner obtain and/or was he awarded? If you could please tell me the equivalent German school-leaving qualification.

Condition: if (25004 = 2) & (66106 <> -97, -98)

66109 And what school-leaving qualification did your partner obtain or have recognized in <h_S4PS19>? Please tell me the equivalent German school-leaving qualification.

Condition: if (25004 = 2) & ((66106 = -97, -98) OR ((66106 = -96) & (66107 = -97, -98)))

66109 What school-leaving certificate did your partner acquire and/or was she awarded? Please give me the equivalent German school-leaving certificate.

Please read out list.

Basic school-leaving certificate of the Hauptschule/Volksschule [1] ☐

Qualifying school-leaving certificate of the Hauptschule [2] ☐

Certificate of intermediate secondary education (leaving certificate of the Realschule, leaving certificate of the Wirtschaftsschule, Fachschulreife, Fachoberschulreife) [3] ☐

Entrance qualification for universities of applied sciences / leaving certificate from a Fachoberschule [4] ☐

General or subject-specific higher education entrance qualification (Abitur/extended Oberschule 12th grade) [5] ☐

Leaving certificate of the special needs school [6] ☐

Other leaving qualification [7] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 66110

Variables

p731857	School-leaving certificate, partner, abroad, German equivalent	pParent
---------	--	---------

Condition: if (25004 <> 2 & (66106 <> -97, -98))

66110 How many years did your (male) partner go to school in <h_S4PS19> to obtain this qualification?

Condition: if (25004 <> 2) & ((66106 = -97, -98) OR ((66106 = -96) & (66107 = -97, -98)))

66110 How many years did your (male) partner attend school in order to obtain this leaving qualification?

Condition: if (25004 = 2 & (66106 <> -97, -98))

66110 How many years did your (female) partner go to school in <h_S4PS19> to obtain this qualification?

Condition: if (25004 = 2) & ((66106 = -97, -98) OR ((66106 = -96) & (66107 = -97, -98)))

66110 How many years did your (female) partner attend school in order to obtain this leaving qualification?

Please state the number of school years, not the age in years at the time of obtaining the school-leaving qualification.

|__|__| School years

Range: 1 - 25

goto 66111

Variables

p731858	Duration of school attendance partner abroad in years	pParent
---------	---	---------

Condition: if (25004 <> 2 & (66106 <> -97, -98))

66111 With this qualification, was your partner entitled to study at a higher education institution or a university in <h_S4PS19>?

Condition: if (25004 = 2 & (66106 = -97, -98))

66111 With this qualification, was your partner entitled to study at a higher education institution or a university?

Condition: if (25004 <> 2) & ((66106 = -97, -98) OR ((66106 = -96) & (66107 = -97, -98)))

66111 With this qualification, was your partner entitled to study at a higher education institution or a university?

Condition: if (25004 = 2) & ((66106 = -97, -98) OR ((66106 = -96) & (66107 = -97, -98)))

66111 With this qualification, was your partner entitled to study at a higher education institution or a university?

Yes [1] ☐

No [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (h_S3SHPB = 1) goto 66112

if (h_S3SHPB = 3) goto 66117

Variables

p731859	Entitlement to study at higher education inst. with foreign school-leaving qual.	pParent
---------	--	---------

Condition: if (25004 <> 2)

66112 Has your partner ever completed any vocational training or higher education?

Condition: if (25004 = 2)

66112 Has your partner ever completed any vocational training or higher education?

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (66112 = 1) goto 66113

if (66112 = 2, -97, -98) goto 66127Z

autoif (66112 = 2) & (h_S3SHPB = 1) 66118 = -20

Variables

p731860	Partner's vocational training / higher education	pParent
---------	--	---------

Condition: if ((25004 <> 2) & ((66104 = -20)) OR ((66104 = 2) & (66106 = -97, -98))) OR ((66104 = 2) & (66106 = -96) & (66107 = -97, -98)))

66113 And where did your partner obtain his highest vocational qualification? In Germany or in another country?

Condition: if (25004 <> 2) & (((66104 <> -20) & (66106 <> -97, -98)) OR ((66106 = -96) & (66107 <> -97, -98)))

66113 And where did your partner obtain his highest vocational qualification? In Germany, in <h_S4PS19>, or in another country?

Condition: if ((25004 = 2) & ((66104 = -20)) OR ((66104 = 2) & (66106 = -97, -98)) OR ((66104 = 2) & (66106 = -96) & (66107 = -97, -98)))

66113 And where did your partner obtain her highest vocational qualification? In Germany or in another country?

Condition: if (25004 = 2) & (((66104 <> -20) & (66106 <> -97, -98)) OR ((66106 = -96) & (66107 <> -97, -98)))

66113 And where did your partner obtain her highest vocational qualification? In Germany, in <h_S4PS19>, or in another country?

In Germany [1] ☐

In <h_S4PS19> [2] ☐

In another country [3] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (66113 <> 1) goto 66114

if (66113 = 1) goto 66118

if (66104 <> 2) OR (66106 = -97, -98) OR (66107 = -97, -98)

1: in Deutschland

3: in einem anderen Land

if (66104 = 2) & (66106 <> -97, -98) & (66107 <> -97, -98)

1: in Deutschland

2: in <h_S4PS19>

3: in einem anderen Land

BUTTONS: verweigert (-97), weiß nicht (-98)

Variables

p731861	Highest vocational qualification partner in Germany or abroad	pParent
---------	---	---------

66114 What kind of training was it?

Please read answer options aloud.

He was apprenticed in a company / She was apprenticed in a company [1] ☐

He went through a longer period of training in a company / She went through a longer period of training in a company [2] ☐

He attended a "berufsbildene Schule" - a vocational training school / She attended a "berufsbildene Schule" - a vocational training school [3] ☐

He went to a university / higher education / She went to university / higher education [4] ☐

Other [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 66128

if (25004 <> 2)

1: Er wurde in einem Betrieb angelernt

2: Er hat in einem Betrieb eine längere Ausbildung gemacht

3: Er hat eine berufsbildende Schule besucht

4: Er hat eine Hochschule/Universität besucht

5: Sonstiges

if (25004 = 2)

1: Sie wurde in einem Betrieb angelernt

2: Sie hat in einem Betrieb eine längere Ausbildung gemacht

3: Sie hat eine berufsbildende Schule besucht

4: Sie hat eine Hochschule/Universität besucht

5: Sonstiges

BUTTONS: verweigert (-97), weiß nicht (-98)

Variables

p731862

Type of partner's training

pParent

Condition: if (h_S3SHP <> 3) or (h_S3SHP = 3 & h_S3SHPB2d <> 1)

66128

How many years did this training take?

Condition: if (h_S3SHP = 3 & h_S3SHPB2d = 1 & 70103P31 = 2, 3 & 25004 = 1)

66128

You have already indicated that your partner earned his highest vocational degree abroad. We would now like to know how many years this vocational training lasted.

Condition: if (h_S3SHP = 3 & h_S3SHPB2d = 1 & 70103P31 = 2, 3 & 25004 = 2)

66128

You have already indicated that your partner earned his highest vocational degree abroad. We would now like to know how many years this vocational training lasted.

Please record the number of years for the vocational qualification, not the age in years for completion. In case of questions: years spent at a general educational school should not be included in the calculation.

|_|_|_|

Years of vocational training

Range: 1 - 25

goto 66127Z

Variables		
p731874	Duration of partner's vocational training abroad in years	pParent

Condition: if lpbw4 <> 1 & (25004 <> 2) & (h_S3SHPB2d <> 2)

66117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, has your partner obtained an additional vocational education qualification?

Condition: if lpbw4 <> 1 & (25004 = 2) & (h_S3SHPB2d <> 2)

66117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, has your partner obtained an additional vocational education qualification?

Condition: if lpbw4 <> 1 & (25004 <> 2) & (h_S3SHPB2d = 2)

66117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, has your partner obtained a vocational education qualification?

Condition: if lpbw4 <> 1 & (25004 = 2) & (h_S3SHPB2d = 2)

66117 Now we would like to know what has changed since our last interview. Since our last interview in <intmPRE/intjPRE>, has your partner obtained a vocational education qualification?

Condition: if lpbw4 = 1 & (25004 <> 2) & (h_S3SHPB2d <> 2)

66117 Now we would like to know what has changed since our second last interview. Since our second last interview in !!< intm2PRE / intj2PRE >!!, has your partner obtained an additional vocational education qualification?

Condition: if lpbw4 = 1 & (25004 = 2) & (h_S3SHPB2d <> 2)

66117 Now we would like to know what has changed since our second last interview. Since our second last interview in !!< intm2PRE / intj2PRE >!!, has your partner obtained an additional vocational education qualification?

Condition: if lpbw4 = 1 & (25004 <> 2) & (h_S3SHPB2d = 2)

66117 Now we would like to know what has changed since our second last interview. Since our second last interview in !!< intm2PRE / intj2PRE >!!, has your partner obtained a vocational education qualification?

Condition: if lpbw4 = 1 & (25004 = 2) & (h_S3SHPB2d = 2)

66117 Now we would like to know what has changed since our second last interview. Since our second last interview in !!< intm2PRE / intj2PRE >!!, has your partner obtained a vocational education qualification?

if lpbw4 = 1 In the last interview no questions about vocational education qualifications of the partner were asked; thus, the update refers to the second last interview.

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (66117 = 1) goto 66118

if (66117 = 2, -97, -98) goto 66127Z

Variables

p731863	Update vocational education qualification partner	pParent
---------	---	---------

Condition: if (25004 <> 2) & (h_S3SHPB2 = 2)

66118 Which is your partner's highest vocational qualification?

Condition: if (25004 = 2) & (h_S3SHPB2 = 2)

66118 Which is your partner's highest vocational qualification?

Condition: if (25004 <> 2) & (h_S3SHPB2 = 1)

66118 What vocational degree has he received?

Condition: if (25004 = 2) & (h_S3SHPB2 = 1)

66118 What vocational degree has she received?

Please do not read answer options aloud, allocate responses. If a qualification is not stated, just an institution: "What qualification did you obtain at this institution?" For qualifications obtained abroad, please allocate as follows: "What would have been the approximate equivalent of this qualification in Germany?"

Vocational qualification (commercial, corporate, trade-oriented, agricultural) journey person's or assistant's certificate, dual vocational education and training, GDR: skilled worker's certificate [1] ☐

Foreman's, technician's certificate [2] ☐

Civil service vocational training (civil service examination) [3] ☐

Leaving certificate from a school for health care professionals [4] ☐

Leaving certificate of the Berufsfachschule, leaving certificate of a commercial school [5] ☐

Leaving certificate of the Fachschule <<(including leaving qualification of the Fachakademie [type of school in Bavaria offering advanced vocational education and the possibility to obtain the entrance qualification for universities of applied sciences])>> [6] ☐

Leaving certificate of the Fachschule in the GDR [7] ☐

Bachelor's degree (e.g. B.A., B.Sc.) [8] ☐

Diplom [German degree in tertiary education, pre-Bologna system, level equivalent to master], Master (M.A.) [9] ☐

Magister [German degree in tertiary education, pre-Bologna system, level equivalent to master], state examination [10] ☐

Award of a doctorate, habilitation [11] ☐

Berufsakademie [university of cooperative education], cooperative state university without further specification [12] ☐

College of public administration without further specification [13] ☐

University of applied sciences, former college of engineering without further specification [14] ☐

University without further specification [15] ☐

Higher education degree (course of studies) without further specification [16] ☐


Semi-skilled vocational training with a company [17] ☐

GDR: Qualification as a semi-skilled worker [19] ☐

Other certificate of vocational training [21] ☐

No vocational qualification [-20] ☐

Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (66118 = 3) goto 66126 if (66118 = 8, 9) goto 66123 if (66118 = 10) goto 66125 if (66118 = 12, 13, 14, 15, 16) goto 66121 if (66118 = 21) goto 66119 if (66118 = 1, 2, 4 to 7, 11, 17 to 19, -98, -97, -20) goto 66127Z autoif (66118 = 10, 11) 66123 = 4	
Variables	
p731863	(Highest) vocational degree partner pParent

66119	What other leaving qualification is that?
	
goto 66120	
Variables	
p731864_O	Vocational degree partner (open) pParent

66121	What is the exact name of this qualification?
Please read answer options aloud.	
Bachelor (e.g. B.A., B.Sc., B.Eng, LL.B) [1]	<input type="checkbox"/>
Diplom [degree in higher education equivalent to master, pre-Bologna system], Master (e.g. M.A., M.Sc., LL.M) [2]	<input type="checkbox"/>
Magister, state examination [3]	<input type="checkbox"/>
Award of a doctorate [4]	<input type="checkbox"/>
Other leaving qualification [5]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (66121 = 1, 2, -97, -98) & 66118 = 16 goto 66123 if (66121 = 1, 2, -97, -98) & (66118 = 12, 13) goto 66127Z if (66121 = 1, 2, -97, -98) & (66118 = 14, 15) goto 66125 if (66121 = 3) goto 66125 if (66121 = 4) goto 66127Z if (66121 = 5) goto 66122 autoif ((66121 = 3, 4) & (66118 = 16)) 66123 = 4	
Variables	
p731866	Type, tertiary qualification, partner pParent

Condition: if (25004 <> 2)

66123 And at which educational institution did you partner obtain his qualification? Was it at a Berufssakademie [university of cooperative education], a college of public administration, a university of applied sciences/ a former college of engineering, or at a university?

Condition: if (25004 = 2)

66123 And at which educational institution did your partner obtain her qualification? Was it at a Berufssakademie [university of cooperative education], a college of public administration, a university of applied sciences/ a former college of engineering, or at a university?

Berufssakademie [1] ☐

College of public administration [2] ☐

University of applied sciences/ former college of engineering [3] ☐

University (also technical, medical, religious, teacher training or veterinary college, college of music or art) [4] ☐

Other institution [5] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (66123 = 1, 2) goto 66127Z

if (66123 = 5) goto 66124

if (66123 <> 1, 2, 5) goto 66125

Variables

p731868	Type of tertiary educational institution partner	pParent
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Condition: if (25004 <> 2)

66125 Has he completed a doctorate, or are they currently in the process of completing a doctorate?

Condition: if (25004 = 2)

66125 Has she completed a doctorate, or are they currently in the process of completing a doctorate?

Yes, doctorate completed [1] ☐

Yes, doctorate ongoing [2] ☐

No [3] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 66127Z

Variables

p731870	Partner doctorate	pParent
---------	-------------------	---------

66126 Was that civil servant training for the subclerical, clerical, executive or administrative class of service?		
Sub-clerical class [1]		<input type="checkbox"/>
Clerical class [2]		<input type="checkbox"/>
Executive class [3]		<input type="checkbox"/>
Administrative class [4]		<input type="checkbox"/>
<i>Refused</i> [-97]		<input type="checkbox"/>
<i>Don't know</i> [-98]		<input type="checkbox"/>
<i>goto 66127Z</i>		
Variables		
p731871	Civil servant training, partner	pParent

Content-related questions from here on

Condition: if (25004 <> 2)

67101 Is your partner currently employed full or part-time, working “on the side” or not employed?

Condition: if (25004 = 2)

67101 Is your partner currently employed full or part-time, working “on the side” or not employed?

By “working on the side” we mean under 15 hours per week, or a “mini-job”. If someone has two part-time jobs, they are considered to be full-time. “In training” is defined as not. employed

Full-time employed [1] ☐Part-time employed [2] ☐Side-job [3] ☐Unemployed [4] ☐Refused
[-97] ☐Don't know [-98] ☐

if (67101 = 1, 2, 3) goto 67102 (Arbeitsstunden)

if (67101 = -97, -98) goto 67121 (Sozhi)

if (67101 = 4 & Erstbefragte = 1 & (26018 = 1, -97, -98)) goto 67103 (Recht auf ET)

if (67101 = 4 & Erstbefragte = 1 & (26018 <> 1, -97, -98)) goto 67104 (Nicht-Erwerb)

if (67101 = 4 & Erstbefragte = 2) goto 67104 (Nicht-Erwerb)

autoif (Erstbefragte = 1) h_PET = 0

autoif ((h_PET = 2, 3) & (67101 = 1, 2)) h_S3SHPET = 2

autoif ((h_PET = 2, 3) & (67101 = 3, 4, -97, -98)) h_S3SHPET = 4

autoif (h_PET = 0 & (67101 = 1, 2)) h_S3SHPET = 2

autoif (h_PET = 0 & (67101 = 3, 4, -97, -98)) h_S3SHPET = 3

Variables

p731951

Partner's employment

pParent

Condition: if (25004 <> 2)

67102 How many hours does your (male) partner work on average per week – including any possible side jobs?

Condition: if (25004 = 2)

67102 How many hours does your (female) partner work on average per week – including any possible side jobs?

This means actual working hours from "paid employment" (including work in side jobs). If the respondent becomes irritated or complains: "As you are taking part in this survey for the first time, it is important that we obtain this information from you. It is possible that you have already answered similar questions in a different context during this interview. Nevertheless, we would like you to answer the questions we ask about your employment."

|__|__| Number of hours

More than 90 hours per week [94]

☐

Range: 0 - 90

if (67101 = 3) goto 67104 (Nicht-Erwerb)

if (67101 <> 3 & h_PET = 0) goto 67108 (Beruf)

if (67101 <> 3 & h_PET = 1) goto 67105 (Intro Beruf)

if (67101 <> 3 & (h_PET = 2, 3)) goto 67108 (Beruf)

Variables

p731952

Working hours partner

pParent

Condition: if (25004 <> 2)

67103 Does your partner currently have the right to enter employment in Germany?

Condition: if (25004 = 2)

67103 Does your partner currently have the right to enter employment in Germany?

Yes [1]

☐

No [2]

☐

Refused
[-97]

☐

Don't know [-98]

☐

goto 67104

Variables

p404080

Partner's right to enter employment in Germany

pParent

Condition: if (25004 <> 2)

67104 What does your partner primarily do at the moment?

Condition: if (25004 = 2)

67104 What does your partner primarily do at the moment?

Please allocate statements! – Don't read out. Only if needed: "By that I mean if your partner, for example, is currently unemployed, a stay at home wife/husband, retired, or in some kind of vocational training or similar."

Unemployed [1] ☐Short-time working [2] ☐1-Euro-job, ABM, or similar measure of the BA / Jobcenter or ARGE [3] ☐Partial retirement, regardless of phase [4] ☐Comprehensive school education [5] ☐Vocational training qualification [6] ☐Master / technician education [7] ☐Higher education [8] ☐Doctorate / PhD [9] ☐Continuing Education [10] ☐On maternity leave / parental leave [11] ☐House wife / house husband [12] ☐Sick / temporary disability [13] ☐Retiree, pensioner, (early) retirement [14] ☐Voluntary military service, national voluntary service, voluntary social / ecological / European year [15] ☐Something else [16] ☐Refused [-97] ☐Don't know [-98] ☐

if (h_PET = 0) goto 67108 (Beruf)

if (67104 = 1 & h_PET <> 0) goto 67119 (Arbeitslos gemeldet)

if (67104 <> 1 & h_PET <> 0) goto 67121 (Sozhi)

Variables

p731953

Status Partner

pParent

Condition: if (25004 <> 2 & h_S3SHPET = 1)

67108 Then we did not record that correctly. Please tell me his current occupation.

Condition: if (25004 = 2 & h_S3SHPET = 1)

67108 Then we did not record that correctly. Please tell me her current occupation again.

Condition: if (25004 <> 2 & h_S3SHPET = 2)

67108 Please tell me his current occupation again.

Condition: if (25004 = 2 & h_S3SHPET = 2)

67108 Please tell me her current occupation again.

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67108 What was his last occupation?

Condition: if (25004 = 2 & h_S3SHPET = 3)

67108 What was her last occupation?

Please ask for an exact description or activity. For example, please don't put "mechanic" but "precision or car mechanic", or "teacher" but "History teacher at a Gymnasium". In the case of part-time work, please ask for the main professional activity at the same part-time work firm: "What is his/her main professional activity at the part-time work firm?" If someone has several activities, please indicate the activity with the greatest number of hours, if this is the same, please relate the questions to the activity with the higher income.



No occupation as of yet [-20]

☐

if (67108 <> -20) goto 67109

if (67108 = -20 & 67104 = 1) goto 67119

if (67108 = -20 & 67104 <> 1) goto 67121

Variables

p731954_g16	Occupation partner (SIOPS-08)	pParent
p731954_g15	Occupation partner (CAMSIS)	pParent
p731954_g14	Occupation partner (ISEI-08)	pParent
p731954_g9	Occupation partner (BLK)	pParent
p731954_g8	Occupation partner (EGP)	pParent
p731954_g7	Occupation partner (MPS)	pParent
p731954_g6	Occupation partner (SIOPS-88)	pParent
p731954_g5	Occupation partner (ISEI-88)	pParent
p731954_g4	Occupation partner (ISCO-08)	pParent
p731954_g3	Occupation partner (ISCO-88)	pParent
p731954_g2	Occupation partner (KIdB 2010)	pParent
p731954_g1	Occupation partner (KIdB 1988)	pParent

Condition: if (25004 <> 2 & (h_S3SHPET = 1, 2))

67109 What vocational position does he have there? Is he ...

Condition: if (25004 = 2 & (h_S3SHPET = 1, 2))

67109 What vocational position does she have there? Is she ...

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67109 What vocational position did he have there? Was he ...

Condition: if (25004 = 2 & h_S3SHPET = 3)

67109 What vocational position did she have there? Was she ...

Please read options aloud. In the case of temporary or seasonal work: "What was the main occupation at the temporary work firm?" Please adapt the formulation of the answer categories to the gender of the respondent.

Worker [1] ☐

clerk, including clerk in the civil service [2] ☐

Civil servant, including judge, excluding soldier [3] ☐

Regular or professional soldier [4] ☐

Self-employed [5] ☐

Assisting family member [6] ☐

Freelancer [7] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (67109 = 1) goto 67110

if (67109 = 2) goto 67111

if (67109 = 3) goto 67112

if (67109 = 4) goto 67113

if (67109 = 5) goto 67114

if (67109 = 6, 7, -97, -98) goto 67116

Variables

p731955	Vocational position partner	pParent
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Condition: if (h_S3SHPET = 1, 2)

67110 What vocational position is that exactly?

Condition: if (h_S3SHPET = 3)

67110 What vocational position was that exactly?

Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.

Unskilled worker [10] ☐

Semi-skilled worker/partially skilled worker [11] ☐

Skilled worker, journeyman [12] ☐

Assistant foreman, group leader, Brigadier [13] ☐

Foreman/construction foreman [14] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 67116

Variables

p731956

Exact vocational position partner - worker

pParent

Condition: if (h_S3SHPET = 1, 2)

67111 What is the main activity involved?

Condition: if (h_S3SHPET = 3)

67111 What was the main activity involved?

Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.

Simple occupation, e.g. salesperson [20] ☐Qualified occupation, e.g. office clerk, technical drafting [21] ☐Highly qualified occupation, or leading position, e.g. engineer, research assistant, department manager [22] ☐Occupation with extensive management tasks, e.g., director, managing director, member of the management board [23] ☐Production- and plant foreman [24] ☐Refused [-97] ☐Don't know [-98] ☐

if (67111 <> 23) goto 67116

if (67111 = 23 & Erstbefragte = 1 & h_S4PS38 = 1) goto 67118

if (67111 = 23 & Erstbefragte = 1 & h_S4PS38 = 2 & 67104 = 1) goto 67119

if (67111 = 23 & Erstbefragte = 1 & h_S4PS38 = 2 & 67104 <> 1) goto 67121

if (67111 = 23 & Erstbefragte = 2 & 67104 = 1) goto 67119

if (67111 = 23 & Erstbefragte = 2 & 67104 <> 1) goto 67121

autoif (67111 = 23) 67116 = 1

Variables

p731957	Exact vocational position partner - employee	pParent
---------	--	---------

Condition: if (25004 <> 2 & (h_S3SHPET = 1, 2))

67112 Exactly in which civil service category is he there?

Condition: if (25004 = 2 & (h_S3SHPET = 1, 2))

67112 Exactly in which civil service category is she there?

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67112 In which civil service category was he there?

Condition: if (25004 = 2 & h_S3SHPET = 3)

67112 In which civil service category was she there?

Please read out instructions. Please adjust wording of answer categories to the gender.

Sub-clerical class (up to and including Oberamtsmeister
[civil servant in the pay bracket A5]) [30] ☐

Middle grade civil servant (from Assistant [civil servant in
the pay bracket A5] up to and including Hauptsekretär
[civil servant in the pay bracket A8] or Amtsinspektor [civil
servant in the pay bracket A9] [31] ☐

Executive class (from Inspektor [civil servant in the pay
bracket A9] to Amtsrat [civil servant in the pay bracket
A12] or Oberamtsrat [civil servant in the pay bracket A13]
and elementary as well as basic and intermediate
secondary school teachers) [32] ☐

Administrative class, judge (from Regierungsrat [civil
servant in the pay bracket A13] and higher, e.g. Studienrat
[junior position held by school teachers upon career entry])
[33] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 67116

Variables

p731958	Exact vocational position partner - civil service category	pParent
---------	--	---------

Condition: if (25004 <> 2 & (h_S3SHPET = 1, 2))

67113 What rank is he as a regular or professional soldier?

Condition: if (25004 = 2 & (h_S3SHPET = 1, 2))

67113 What rank is she as a regular or professional soldier?

Condition: if (25004 <> 2 & h_S3SHPET = 2)

67113 What rank was he as a regular or professional soldier?

Condition: if (25004 = 2 & h_S3SHPET = 2)

67113 What rank was she as a regular or professional soldier?

Please read options aloud. Please adapt the formulation of the answer categories to the gender of the respondent.

Bearer of a military rank [40] ☐

Non-commissioned officer (corporal, sergeant, sergeant major, staff sergeant) [41] ☐

Officer, lieutenant, captain [42] ☐

Staff officer (major and above) [43] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 67116

Variables

p731959	Exact vocational position partner - regular soldier	pParent
---------	---	---------

Condition: if (25004 <> 2 & (h_S3SHPET = 1, 2))

67114 In what area is he self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect), in agriculture or in another area (e.g. in business, commerce, industry or services)?

Condition: if (25004 = 2 & (h_S3SHPET = 1, 2))

67114 In what area is she self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect), in agriculture or in another area (e.g. in business, commerce, industry or services)?

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67114 In what area was he self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect), in agriculture or in another area (e.g. in business, commerce, industry or services)?

Condition: if (25004 = 2 & h_S3SHPET = 3)

67114 In what area was she self-employed: in an academic self-employed profession (e.g. doctor, lawyer, or architect), in agriculture or in another area (e.g. in business, commerce, industry or services)?

Self-employed person in an academic self-employed profession, e.g. doctor, lawyer, architect [51] ☐

Self-employed person in agriculture [52] ☐

Self-employed person in trade, commerce, industry, service; other self-employment or entrepreneurship [53] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 67115

Variables

p731960	Exact vocational position - partner self-employed	pParent
---------	---	---------

Condition: if (25004 <> 2 & (h_S3SHPET = 0, 1, 2))

67115 How many employees does he have?

Condition: if (25004 = 2 & (h_S3SHPET = 0, 1, 2))

67115 How many employees does she have?

Condition: if (25004 <> 2 & h_S3SHPET = 3)

67115 How many employees did he have?

Condition: if (25004 = 2 & h_S3SHPET = 3)

67115 How many employees did she have?

Read options aloud only if necessary.

None [0] ☐

1 to 4 [1] ☐

5 to 9 [2] ☐

10 to 19 [3] ☐

20 to 49 [4] ☐

50 to 99 [5] ☐

100 to 199 [6] ☐

200 to 249 [7] ☐

250 to 499 [8] ☐

500 to 999 [9] ☐

1,000 to 1,999 [10] ☐

2,000 and more [11] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (Erstbefragte = 1 & h_S4PS38 = 1) goto 67118
if (Erstbefragte = 1 & h_S4PS38 = 2 & 67104 = 1) goto 67119
if (Erstbefragte = 1 & h_S4PS38 = 2 & 67104 <> 1) goto 67121
if (Erstbefragte = 2 & 67104 = 1) goto 67119
if (Erstbefragte = 2 & 67104 <> 1) goto 67121

Variables

p731961_D	Number of employees partner (categorized)	pParent
p731961_R	Number of employees partner	pParent

Condition: if (25004 <> 2 & (h_S3SHPET = 0,1, 2))		
67116 Is he in an executive position?		
Condition: if (25004 = 2 & (h_S3SHPET = 0, 1, 2))		
67116 Is she in an executive position?		
Condition: if (25004 <> 2 & h_S3SHPET = 3)		
67116 Was he in an executive position?		
Condition: if (25004 = 2 & h_S3SHPET = 3)		
67116 Was she in an executive position?		
Yes [1]	<input type="checkbox"/>	
No [2]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
if (Erstbefragte = 1 & h_S4PS38 = 1) goto 67118 if (Erstbefragte = 1 & h_S4PS38 = 2 & 67104 = 1) goto 67119 if (Erstbefragte = 1 & h_S4PS38 = 2 & 67104 <> 1) goto 67121 if (Erstbefragte = 2 & 67104 = 1) goto 67119 if (Erstbefragte = 2 & 67104 <> 1) goto 67121		
Variables		
p731962	Executive position partner	pParent

Condition: if (25004 <> 2)		
67118 What would you say: Compared to your partner's professional situation in their home country, is his situation much worse, worse, the same, better or much better?		
Condition: if (25004 = 2)		
67118 What would you say: Compared to your partner's professional situation in their home country, is her situation much worse, worse, the same, better or much better?		
Worsened a lot [1]	<input type="checkbox"/>	
Worsened [2]	<input type="checkbox"/>	
Remained the same [3]	<input type="checkbox"/>	
Improved [4]	<input type="checkbox"/>	
Improved a lot [5]	<input type="checkbox"/>	
was not employed in country of origin [-20]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
if (67104 = 1) goto 67119 if (67104 <> 1) goto 67121		
Variables		
p404100	Comparison: current professional situation - professional situation of partner in home country	pParent

Condition: if (25004 <> 2)

67119 Is your partner currently registered as unemployed?

Condition: if (25004 = 2)

67119 Is your partner currently registered as unemployed?

If the respondent is unsure as to whether their partner is registered as unemployed: "In asking this question, I would like to find out whether he / she is registered as unemployed with the Federal Employment Agency (BA)."

Yes [1]

☐

No [2]

☐Refused
[-97]☐

Don't know [-98]

☐

goto 67120

Variables

p731964

Partner: Registered as unemployed

pParent

Condition: if (25004 <> 2) & (67119 = 1)

67120 Since when has he been registered as unemployed? Please tell me the month and year.

Condition: if (25004 = 2) & (67119 = 1)

67120 Since when has she been registered as unemployed? Please tell me the month and year.

Condition: if (25004 <> 2) & (67119 <> 1)

67120 Since when has he been unemployed? Please tell me the month and year.

Condition: if (25004 = 2) & (67119 <> 1)

67120 Since when has she been unemployed? Please tell me the month and year.

If the respondent is not sure about the month: "Please tell me approximately what month that was."

|_|_|_| Month

Range: 0 - 99

|_|_|_|_| Year

Range: 0 - 9,999

goto 67121

Variables

p73195m

Duration of unemployment partner

pParent

p73195y

Duration of unemployment partner

pParent

Condition: if (25004 <> 2)		
67121	Does your partner currently receive one of the following government benefits: Unemployment benefit II or social security under the Hartz IV program or social welfare?	
Condition: if (25004 = 2)		
67121	Does your partner currently receive one of the following government benefits: Unemployment benefit II or social security under the Hartz IV program or social welfare?	
Yes [1]	<input type="checkbox"/>	
No [2]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
goto 67122Z		
Variables		
p731965	Partner's government benefits	pParent

28 Relationship to country of origin (segmentation)

65105	Your mother and father were born in different countries. Which country do you feel closer to - the country of birth of your mother or your father?	
<i>If there is no difference in closeness to the two countries, please record the country which the respondent knows better.</i>		
Mother's country of birth [1]	<input type="checkbox"/>	
Father's country of birth [2]	<input type="checkbox"/>	
Respondent disagrees with migration background [-20]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
if (65105 = 1, 2) goto 65101 if (65105 = -97, -98, -20) goto 65104Z		
Variables		
p42100x	Choice mother's or father's country of birth	pParent

Condition: if (Erstbefragte = 2)

65101 In the last survey you told us about your country of origin. We have a few more questions about this.

Condition: if (h_migpre=1)

65101 How often have you visited your country of origin since you moved to Germany?

Condition: If (h_migpre =2)

65101 Your mother was not born in Germany, but immigrated. How many times did you visit your mother's country of origin?

Condition: if (h_migpre =3)

65101 Your father was not born in Germany, but immigrated. How many times did you visit your father's country of origin?

Condition: if (h_migpre =4)

65101 Both your mother and your father were not born in Germany, but immigrated. How many times did you visit your parents' country?

Condition: if (h_migpre =5)

65101 Neither your mother nor your father were born in Germany, but immigrated from different countries. How often have you visited your mother's or your father's country of origin? I'm interested in the country that you've visited more often.

If both countries have been visited equally, record the number for one of the countries. If this is unclear, please ask again. Please do not read out the options, just allocate the answer. If this is unclear, please ask again. If the respondent is not sure, please clarify: "By country of origin, I mean the country where you or your parents were born." If the respondent disagrees: Please use the button and say: I am sorry. We must have recorded that incorrectly during our last telephone conversation. Let's go on with the other questions."

Not at all so far [1] ☐

One to five times [2] ☐

Six to seven times [3] ☐

Eleven to fifteen times [4] ☐

More than 15 times [5] ☐

Respondent disagrees with migration background [-20] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (65101 = -20) goto 65104Z

if (65101 <> -20) goto 65102

Variables

p421000	Amount of visits to country of origin	pParent
---------	---------------------------------------	---------

65102 What about you at the moment: How long do you think you will stay in Germany?	
<i>Please read out the options.</i>	
I will stay here for ever. [1]	<input type="checkbox"/>
I will leave Germany within the next three years. [2]	<input type="checkbox"/>
I will definitely leave Germany sometime, but not in the next three years. [3]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>goto 65103</i>	

Variables		
p421010	How long do you think you will stay in Germany?	pParent

Condition: if (h_migpre = 1)

65103 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as you? Would your response be...

Condition: if (h_migpre = 2)

65103 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as your mother? Would your response be...

Condition: if (h_migpre = 3)

65103 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as your father? Would your response be...

Condition: if (h_migpre = 4)

65103 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as your parents? Would your response be...

Condition: if (h_migpre = 5 & 65101 = 1)

65103 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as your mother? Would your response be...

Condition: if (h_migpre = 5 & 65101 = 2)

65103 How many people in your neighborhood or their parents immigrated to Germany from the same country of origin as your father? Would your response be...

Please read out the options. If the person is unsure, please clarify: "By country of origin, I mean the country where you or your parents were born."

none [1] ☐

1 to 10 per cent [2] ☐

11 to 20 per cent [3] ☐

21 to 30 per cent [4] ☐

31 to 40 per cent [5] ☐

over 40 per cent [6] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 65104Z

Variables

p421020	Percentage of persons from the same country of origin in neighborhood	pParent
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29 Language panel interviewees

Condition: if (70103P52 = 70103P47 OR 70103P52 = 70103P48)

36030 This is about how good <name of target child>'s command of <70103P10> is. How well does <name of target child> understand <70103P10>? In a previous interview you told us that you learned <70103P10> as a child in your family. We are interested in how good <name of target child>'s command of <70103P10> is. How well does <name of target child> understand <70103P10>?

Condition: if (70103P52 = 70103P44 OR 70103P52 = 70103P45)

36030 This is about how good <name of target child>'s command of <70103P10> is. How well does <name of target child> understand <70103P10>? In a previous interview you told us that <name of target child> learned <70103P10> as a child in your family. We are interested in how good <name of target child>'s command of <70103P10> is. How well does <name of target child> understand <70103P10>?

Read out instructions. If the interviewee disagrees with the displayed language, then please: "I am sorry, we must have recorded that incorrectly in our last phone call. Let us continue with the other questions."

Very good [1] ☐

Rather good [2] ☐

Rather poor [3] ☐

Very poor [4] ☐

Not at all [5] ☐

Other non-German language of origin [-22] ☐

Language of origin solely German [-21] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (36030 = -21, -22) goto 36150Z

if (36030 <> -21, -22) goto 36031

Variables

p41040a

Subjective linguistic competence child language of origin - comprehension

pParent

36031 How well does <name of target child> speak <70103P10>?*Read out instructions if necessary.*Very good [1] ☐Rather good [2] ☐Rather poor [3] ☐Very poor [4] ☐Not at all [5] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 36060

Variables

p41040b	Subjective linguistic competence child language of origin - speaking	pParent
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36060 How well does <name of target child> read in <70103P10>?*Read out instructions if necessary.*Very good [1] ☐Rather good [2] ☐Rather poor [3] ☐Very poor [4] ☐Not at all [5] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 36032

Variables

p41040c	Subjective linguistic competence child language of origin - reading	pParent
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36032 How well does <name of target child> write in <70103P10>?		
<i>Read out instructions if necessary.</i>		
Very good [1]	<input type="checkbox"/>	
Rather good [2]	<input type="checkbox"/>	
Rather poor [3]	<input type="checkbox"/>	
Very poor [4]	<input type="checkbox"/>	
Not at all [5]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
goto 36150Z		

Variables		
p41040d	Subjective linguistic competence child language of origin - writing	pParent

30 Language first-time interviewees

Condition: if (Erstbefragte = 1) OR (70103P68 = 1)		
36001 Let us now talk about your family's language. We'll begin with your language of origin. Which language did you learn in your family as a child?		
Condition: if (Erstbefragte = 2) & (70103P68 <> 1)		
36001 Earlier we discovered that we had recorded your family's language wrongly. Because of this, we would now like to ask you a few questions about this. First we would like to ask about your language of origin. Which language did you learn in your family as a child?		
<i>Please select from the list! If there are more than two native languages: "Please tell us the native language that you understand better." The second native language will be captured in the subsequent questions.</i>		
[Language list] [-9999]	<input type="checkbox"/>	
Sprache not in list [-96]	<input type="checkbox"/>	
Refused [-97]	<input type="checkbox"/>	
Don't know [-98]	<input type="checkbox"/>	
if (36001 = -96) goto 360021 if (36001 = -97, -98) goto 36003 if (36001 <> -96, -97, -98) goto 36002		

Variables		
p413000_g2R	Respondent's language of origin (aggregated)	pParent
p413000_g1D	Respondent's language of origin (German/not German)	pParent
p413000_g1R	Respondent's language of origin (ISO 639.2)	pParent

36002 Did you learn another language in your family as a child?

Please select from the list! If no other language was learned, please use the button.

[Language list] [-9999] ☐

No other language [-21] ☐

Sprache not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (36002 = -96) goto 360022

if (36002 <> -96) goto 36003

Variables

p413002_g2R	Respondent's other language of origin (aggregated)	pParent
p413002_g1D	Respondent's other language of origin (German/not German)	pParent
p413002_g1R	Respondent's other language of origin (ISO 639.2)	pParent

36007 You said that you have learned several languages as a child in your family. Which of these languages do you understand better?

If there is no difference in language proficiency, "don't know" or "refused", please select the first language mentioned.

First native language interviewed parent (<36003> is displayed) [1] ☐

Second native language interviewed parent (<36004> is displayed) [2] ☐

goto 36008

Variables

p413030	Identify language of origin - bilingual interviewed parent	pParent
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Condition: if (Startkohorte = 2)

36021 We'll continue with <name of target child>'s language of origin. Which language did <name of target child> learn in the first three years of his/her life in your family?

Condition: if (Startkohorte = K5)

36021 We'll continue with <name of target child>'s language of origin. Which language did <name of target child> learn as a child in your family?

Please select from the list! If there are more than two native languages: "Please tell us the native language that <name of target child> understands better." The second native language will be captured in the subsequent questions.

[Language list] [-9999] ☐

Sprache not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

*if (36021 = -96) goto 360221
if (36021 = -97, -98) goto 36023
if (36021 <> -96, -97, -98) goto 36022*

Variables

p410000_g2R	Child's language of origin (aggregated)	pParent
p410000_g1D	Child's language of origin (German/not German)	pParent
p410000_g1R	Child's language of origin (ISO 639.2)	pParent

Condition: if (Startkohorte = 2)

36022 Did <name of target child> learn an additional language in the first three years of his/her life in your family?

Condition: if (Startkohorte = K5)

36022 Did <name of target child> learn an additional language as a child in your family?

Please select from the list! If there is no other language, please use the button.

[Language list] [-9999] ☐

No additional language [-21] ☐

Sprache not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

*if (36022 = -96) goto 360222
if (36022 <> -96) goto 36023*

Variables

p410002_g2R	Child's other language of origin (aggregated)	pParent
p410002_g1D	Child's other language of origin (German/not German)	pParent
p410002_g1R	Child's other language of origin (ISO 639.2)	pParent

36027 You have said that <target child's name> learned several languages as a child in your family. Which of these languages does <target child's name> understand better?

If there is no difference in language proficiency, "don't know" or "refused", please select the first language mentioned.

First native language child (<language from 36023> is displayed) [1] ☐

Second native language child (<language from 36024> is displayed) [2] ☐

goto 36029

Variables

p410030	Identify child's language of origin - bilingual child, via child	pParent
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36030 This is about how good <name of target child>'s command of <36029> is. How well does <name of target child> understand <36029>?

Read out instructions.

Very good [1] ☐

Rather good [2] ☐

Rather poor [3] ☐

Very poor [4] ☐

Not at all [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 36031

Variables

p41040a	Subjective linguistic competence child language of origin - understanding	pParent
---------	---	---------

36031 How well does <name of target child> speak <36029>?		
<i>Read out instructions if necessary.</i>		
Very good [1]	<input type="checkbox"/>	
Rather good [2]	<input type="checkbox"/>	
Rather poor [3]	<input type="checkbox"/>	
Very poor [4]	<input type="checkbox"/>	
Not at all [5]	<input type="checkbox"/>	
<i>Refused</i> [-97]	<input type="checkbox"/>	
<i>Don't know</i> [-98]	<input type="checkbox"/>	
goto 36060		
Variables		
p41040b	Subjective linguistic competence child language of origin - speaking	pParent

36060 How well does <name of target child> read in <36029>?		
<i>Read out instructions if necessary.</i>		
Very good [1]	<input type="checkbox"/>	
Rather good [2]	<input type="checkbox"/>	
Rather poor [3]	<input type="checkbox"/>	
Very poor [4]	<input type="checkbox"/>	
Not at all [5]	<input type="checkbox"/>	
<i>Refused</i> [-97]	<input type="checkbox"/>	
<i>Don't know</i> [-98]	<input type="checkbox"/>	
goto 36032		
Variables		
p41040c	Subjective linguistic competence child language of origin - reading	pParent

36032 How well does <target child's name> write in <36029>?*Read out the options if needed.*Very good [1] ☐Rather good [2] ☐Rather poor [3] ☐Very poor [4] ☐Not at all [5] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 36051Z

Variables

p41040d	Subjective language proficiency child L1: Writing	pParent
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31 Language partner first-time interviewees

Condition: if (25004 <> 2)

36011 Now I would like to find out a little about your partner's native language. What language did he learn as a child in his family?

Condition: if (25004 = 2)

36011 Now I would like to find out a little about your partner's native language. What language did she learn as a child in her family?*Please select from the list! If there are more than two native languages: "Please tell us the native language which they understand better." The second native language will be captured in the subsequent questions.*[Language list] [-9999] ☐Sprache not in list
[-96] ☐Refused
[-97] ☐Don't know [-98] ☐

if (36011 = -96) goto 360121

if (36011 = -97, -98) goto 36013

if (36011 <> -96, -97, -98) goto 36012

Variables

p414100_g2R	Recent partner's language of origin (aggregated)	pParent
p414100_g1D	Recent partner's language of origin (German/not German)	pParent
p414100_g1R	Recent partner's language of origin (ISO 639.2)	pParent

Condition: if (25004 <> 2)

36012 Did your partner learn another language as a child in his family?

Condition: if (25004 = 2)

36012 Did your partner learn another language as a child in her family?

Please select from the list!. If there is no other language, please use the button.

[Language list] [-9999]	<input type="checkbox"/>
no other language [-21]	<input type="checkbox"/>
Sprache not in list [-96]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>

if (36012 = -96) goto 360122
if (36012 <> -96) goto 36013

Variables		
p414002_g2R	Partner's other language of origin (aggregated)	pParent
p414002_g1D	Partner's other language of origin (German/not German)	pParent
p414002_g1R	Partner's other language of origin (ISO 639.2)	pParent

36017 You said that your partner learned several languages in his/her family as a child. Which of these languages does he/she understand better?

If no difference in partner's linguistic competence, "don't know" or "refused", please select the first language mentioned.

First native language partner (<36013> is displayed) [1]	<input type="checkbox"/>
Second native language partner (<36014> is displayed) [2]	<input type="checkbox"/>

goto 36018

Variables		
p414030	Determine language of origin – bilingual partner	pParent

32 Language partner panel interviewees

Condition: if (25004 <> 2)

78126 Did your partner learn another language as a child in his family?

Condition: if (25004 = 2)

78126 Did your partner learn another language as a child in her family?*Please select from the list!. If there is no other language, please use the button.*[Language list] [-9999] ☐No other language [-21] ☐Sprache not in list
[-96] ☐Refused
[-97] ☐Don't know [-98] ☐

if (78126 = -96) goto 78127

if (78126 <> -96) goto 78128

Variables

p414102_g2R	Recent partner's other language of origin (aggregated)	pParent
p414102_g1D	Recent partner's other language of origin (German/not German)	pParent
p414102_g1R	Recent partner's other language of origin (ISO 639.2)	pParent

78130 [AUTO] New partner can speak German (as only native language or one of two native languages)Yes [1] ☐No [2] ☐

goto 78131

autoif (78124 = 92 OR 78126 = 92) 78130 = 1

autoif (78124 <> 92 & 78126 <> 92) 78130 = 2

Variables

p41414x	New partner can speak German (auto variable)	pParent
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78131 [AUTO] New partner is bilingual (i.e. more than one native language)?Yes [1] ☐No [2] ☐

if (78131 = 1 & 78130 = 2) goto 78132

if (78131 = 1 & 78130 = 1) goto 78133

if (78131 = 2 & 78130 = 2) goto 78133

if (78131 = 2 & 78130 = 1) goto 78123Z

autoif (78126 <> -21, -97, -98) 78131 = 1

autoif (78126 = -21, -97, -98) OR (78124 = 92 & 78126 = 92) 78131 = 2

Variables

p41415x	New partner bilingual (auto variable)	pParent
---------	---------------------------------------	---------

Condition: if (25004 <> 2)

78132 You have said that your partner learned several languages as a child in his family. Which of these languages does he understand better?

Condition: if (25004 = 2)

78132 You have said that your partner learned several languages as a child in her family. Which of these languages does she understand better?

If there is no difference in partner's language proficiency, "don't know" or "refused" please select the first language mentioned.

First native language partner (<78128> is displayed) [1] ☐

Second native language partner (<78129> is displayed) [2] ☐

goto 78133

Variables

p414130	Identify language of origin - bilingual new partner	pParent
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33 Professions in the personal environment (position generator)

41001 What about your social circle: I will read out some professions to you. Please tell me whether you know a person in your social circle who is currently engaged in such a profession in Germany. By social circle I mean e.g. your partner, your family or relatives, your friends, colleagues at work or other acquaintances. Do you know a nurse or male nurse in your social circle?

A (male) nurse can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (41001 = 1) goto 41002
if (41001 <> 1) goto 41003

Variables

p32600a	Position generator: Nurse or male nurse	pParent
---------	---	---------

41002 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997] ☐

Land not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 41003

Variables

p32601a_R	Position generator: country nurse or male nurse	pParent
p32601a_D	Position generator: Country nurse or male nurse (coarsened)	pParent

41003 Do you personally know an engineer?

An engineer can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.

Yes [1] ☐

No [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (41003 = 1) goto 41004

if (41003 <> 1) goto 41005

Variables

p32600b	Position generator: Engineer	pParent
---------	------------------------------	---------

41004 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997] ☐

Land not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 41005

Variables

p32601b_D	Position generator: Country engineer (coarsened)	pParent
p32601b_R	Position generator: country engineer	pParent

41005 Do you personally know someone who works as a warehouse or transport worker?	
<i>A warehouse worker can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.</i>	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (41005 = 1) goto 41006 if (41005 <> 1) goto 41007	

Variables		
p32600c	Position generator: Warehouse/transport worker	pParent

41006 What country does this person come from?	
<i>If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.</i>	
Country List [999997]	<input type="checkbox"/>
Land not in list [-96]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 41007	

Variables		
p32601c_D	Position generator: Country storekeeper or transport worker (coarsened)	pParent
p32601c_R	Position generator: country warehouse/transport worker	pParent

41007 Do you personally know a social worker?	
<i>A social worker can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.</i>	
Yes [1]	<input type="checkbox"/>
No [2]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (41007 = 1) goto 41008 if (41007 <> 1) goto 41009	

Variables		
p32600d	Position generator: Social worker	pParent

41008 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997] ☐

Land not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 41009

Variables

p32601d_R	Position generator: country social worker	pParent
p32601d_D	Position generator: Country social worker (coarsened)	pParent

41009 Do you personally know a sales assistant?

A sales assistant can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.

Yes [1] ☐

No [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (41009 = 1) goto 41010

if (41009 <> 1) goto 41011

Variables

p32600e	Position generator: Sales assistant	pParent
---------	-------------------------------------	---------

41010 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997] ☐

Land not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 41011

Variables

p32601e_R	Position generator: country sales clerk	pParent
p32601e_D	Position generator: Country sales clerk (coarsened)	pParent

41011 Do you personally know a police officer?

A police officer can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (41011 = 1) goto 41012
if (41011 <> 1) goto 41013

Variables

p32600f	Position generator: Police officer	pParent
---------	------------------------------------	---------

41012 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997] ☐

Land not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 41013

Variables

p32601f_D	Position generator: Country police officer (coarsened)	pParent
-----------	--	---------

p32601f_R	Position generator: country police officer	pParent
-----------	--	---------

41013 And do you personally know a physician?

A physician can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (41013 = 1) goto 41014
if (41013 <> 1) goto 41015

Variables

p32600g	Position generator: Doctor	pParent
---------	----------------------------	---------

41014 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997] ☐

Land not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 41015

Variables

p32601g_D	Position generator: Country physician (coarsened)	pParent
p32601g_R	Position generator: country doctor	pParent

41015 Do you personally know a banker?

A banker can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.

Yes [1] ☐

No [2] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (41015 = 1) goto 41016

if (41015 <> 1) goto 41017

Variables

p32600h	Position generator: Banker	pParent
---------	----------------------------	---------

41016 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997] ☐

Land not in list [-96] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 41017

Variables

p32601h_D	Position generator: Country banker (coarsened)	pParent
p32601h_R	Position generator: country banker	pParent

41017 Do you personally know a car mechanic?

A car mechanic can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (41017 = 1) goto 41018
if (41017 <> 1) goto 41019

Variables

p32600k	Position generator: Mechanic	pParent
---------	------------------------------	---------

41018 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997] ☐

Land not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 41019

Variables

p32601k_D	Position generator: Country car mechanic (coarsened)	pParent
-----------	--	---------

p32601k_R	Position generator: country car mechanic	pParent
-----------	--	---------

41019 Do you personally know a legal practitioner such as a lawyer or judge?

A legal practitioner can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (41019 = 1) goto 41020
if (41019 <> 1) goto 41021

Variables

p32600l	Position generator: Legal practitioner	pParent
---------	--	---------

41020 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997]

☐Land not in list
[-96]☐Refused
[-97]☐

Don't know [-98]

☐

goto 41021

Variables

p32601I_D	Position generator: Country legal practitioner (coarsened)	pParent
p32601I_R	Position generator: country legal practitioner	pParent

41021 Do you know someone personally who works as an optician?

An optician can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.

Yes [1]

☐

No [2]

☐Refused
[-97]☐

Don't know [-98]

☐

if (41021 = 1) goto 41022

if (41021 <> 1) goto 41023

Variables

p32600m	Position generator: Optician	pParent
---------	------------------------------	---------

41022 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997]

☐Land not in list
[-96]☐Refused
[-97]☐

Don't know [-98]

☐

goto 41023

Variables

p32601m_R	Position generator: country optician	pParent
p32601m_D	Position generator: Country optician (coarsened)	pParent

41023 Do you personally know a translator?

A translator can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (41023 = 1) goto 41024
if (41023 <> 1) goto 41025

Variables

p32600n	Position generator: Translator	pParent
---------	--------------------------------	---------

41024 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997] ☐

Land not in list
[-96] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 41025

Variables

p32601n_R	Position generator: country translator	pParent
-----------	--	---------

p32601n_D	Position generator: Country translator (coarsened)	pParent
-----------	--	---------

41025 And finally: Do you personally know a teacher at an elementary school, Hauptschule [basic secondary school] or Realschule [intermediate secondary school]?

A teacher can only be considered part of your social circle if your relationship with this person is more than purely professional. You can also name people who have already retired.

Yes [1] ☐

No [2] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (41025 = 1) goto 41026
if (41025 <> 1) goto 41027Z

Variables

p32600o	Position generator: Teacher at elementary school, Hauptschule or Realschule	pParent
---------	---	---------

41026 What country does this person come from?

If respondents have several people in mind: Please only consider the person you feel closest to. If the person is not sure, please explain: A person comes from a country other than Germany if he/she, his/her mother or father was not born in Germany.

Country List [999997]

☐Land not in list
[-96]☐Refused
[-97]☐

Don't know [-98]

☐

goto 41027Z

Variables

p32601o_R	Position generator: country teacher at elementary school, Hauptschule or Realschule	pParent
p32601o_D	Position generator: Country teacher of Grundschule, Hauptschule or Realschule (coarsened)	pParent

34 Work-life balance**81101 The next section deals with the time you spend with <target child's name>. When you consider the school days during an ordinary week, how much time do you directly spend with <target child's name> on these days? Please state the !!average daily amount of time!!.**

<<If the interviewee is unsure, let him/her estimate. Periods when the child is sleeping should be excluded. If 'directly spending time with the child' is not clear: „Please think about that what you consider to be 'directly spending time with your child'.“

|_|_| Hours

Range: 0 - 24

|_|_| Minutes

Range: 0 - 59

goto 81102

Variables

p51450h	Time spent with child: School days (hours)	pParent
p51450m	Time spent with child: School days (minutes)	pParent

81102 When you consider an ordinary weekend, how much time do you directly spend with <target child's name> on these days? Please state the !!average daily amount of time!!.

If the interviewee is unsure, let him/her estimate. Periods when the child is sleeping should be excluded. If 'directly spending time with the child' is not clear: „Please think about that what you consider to be 'directly spending time with your child'.“

|_|_| Hours

Range: 0 - 24

|_|_| Minutes

Range: 0 - 59

goto 81103

Variables

p51451h	Time spent with child: Weekends (hours)	pParent
p51451m	Time spent with child: Weekends (minutes)	pParent

81103 And what is your opinion about the total amount of time you spend directly with <target child's name>? Do you think it is not enough, not really enough, just right, more than enough or too much?

Not enough [1] ☐

Not really enough [2] ☐

Just right [3] ☐

More than enough [4] ☐

Too much [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (h_S3SHP = 2, 3) goto 81104
if (h_S3SHP <> 2, 3) goto 81107

Variables

p514501	Assessment Amount of time spent	pParent
---------	---------------------------------	---------

Condition: if (25004 <>2)

81104 When you consider the school days during an ordinary week, how much time does your partner directly spend with <target child's name> on these days? Please state the !!average daily amount of time!!.

Condition: if (25004 = 2)

81104 When you consider the school days during an ordinary week, how much time does your partner directly spend with <target child's name> on these days? Please state the !!average daily amount of time!!.

If the interviewee is unsure, let him/her estimate. Periods when the child is sleeping should be excluded. If 'directly spending time with the child' is not clear: „Please think about that what you consider to be 'directly spending time with your child'.“

|_|_| Hours

Range: 0 - 24

|_|_| Minutes

Range: 0 - 59

goto 81105

Variables

p51452h	Time spent with child - partner: School days (hours)	pParent
p51452m	Time spent with child - partner: School days (minutes)	pParent

Condition: if (25004 <> 2)

81105 When you consider an ordinary weekend, how much time does your partner directly spend with <target child's name> on these days? Please state the !!average daily amount of time!!.

Condition: if (25004 = 2)

81105 When you consider an ordinary weekend, how much time does your partner directly spend with <target child's name> on these days? Please state the !!average daily amount of time!!.

<<If the interviewee is unsure, let him/her estimate. Periods when the child is sleeping should be excluded. If 'directly spending time with the child' is not clear: „Please think about that what you consider to be 'directly spending time with your child'.“

|_|_| Hours

Range: 0 - 24

|_|_| Minutes

Range: 0 - 59

goto 81106

Variables

p51453h	Time spent with child - partner: Weekends (hours)	pParent
p51453m	Time spent with child - partner: Weekends (minutes)	pParent

Condition: if (25004 <>2)

81106 And what is your opinion about the total amount of time your (male) partner spends directly with <target child's name>? Do you think the time he spends is not enough, not really enough, just right, more than enough or too much?

Condition: if (25004 = 2)

81106 And what is your opinion about the total amount of time your (female) partner spends directly with <target child's name>? Do you think the time she spends is not enough, not really enough, just right, more than enough or too much?

Not enough [1] ☐

Not really enough [2] ☐

Just right [3] ☐

More than enough [4] ☐

Too much [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 81107

Variables

p514502	Opinion Amount of time spent - partner	pParent
---------	--	---------

81107 I would now like to know how often you have to accept restrictions due to professional or domestic obligations. How often in the past year ... were you unable to spend as much time as you would have liked with <target child's name> due to professional or domestic obligations?

Read out options.

Never [1] ☐

Seldom [2] ☐

Sometimes [3] ☐

Often [4] ☐

Very good [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (h_S3SHP = 2, 3) goto 81108

if (h_S3SHP <> 2, 3) goto 81109

Variables

p514503	Less time spent with child due to obligations	pParent
---------	---	---------

Condition: if (25004 <> 2)

81108 How often in the past year ... was your partner unable to spend as much time as he would have liked with <target child's name> due to professional or domestic obligations?

Condition: if (25004 = 2)

81108 How often in the past year ... was your partner unable to spend as much time as she would have liked with <target child's name> due to professional or domestic obligations?

*Read out options.*Never [1] ☐Seldom [2] ☐Sometimes [3] ☐Often [4] ☐Very good [5] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 81109

Variables

p514504	Less time spent with child due to obligations - partner	pParent
---------	---	---------

81109 How often in the past year ... were you too tired to spend time with <target child's name> due to professional or domestic obligations?

*Read out the options if necessary.*Never [1] ☐Seldom [2] ☐Sometimes [3] ☐Often [4] ☐Very good [5] ☐Refused
[-97] ☐Don't know [-98] ☐

if (h_S3SHP = 2, 3) goto 81110

if ((h_S3SHP <> 2, 3) & (64101 = 1, 2, 3)) goto 81111

if ((h_S3SHP <> 2, 3) & (64101 <> 1, 2, 3)) goto 81113Z

Variables

p514505	Too tired due to obligations	pParent
---------	------------------------------	---------

Condition: if (25004 <> 2)

81110 How often in the past year ... was your (male) partner too tired to spend time with <target child's name> due to professional or domestic obligations?

Condition: if (25004 = 2)

81110 How often in the past year ... was your (female) partner too tired to spend time with <target child's name> due to professional or domestic obligations?

Read out the options if necessary.

Never [1] ☐

Seldom [2] ☐

Sometimes [3] ☐

Often [4] ☐

Very good [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if (64101 = 1, 2, 3) goto 81111

if ((64101 <> 1, 2, 3) & (67101 = 1, 2, 3)) goto 81112

if (64101 <> 1, 2, 3) & (67101 <> 1, 2, 3)) goto 81113Z

Variables

p514506

Too tired due to obligations - partner

pParent

81111 How often in the past year ... were you in a bad mood at home because of something that happened at work?

Read out the options if necessary.

Never [1] ☐

Seldom [2] ☐

Sometimes [3] ☐

Often [4] ☐

Very good [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

if ((h_S3SHP = 2, 3) & (67101 = 1, 2, 3)) goto 81112

if (h_S3SHP = 2, 3) & (67101 <> 1, 2, 3)) goto 81113Z

if (h_S3SHP <> 2, 3) goto 81113Z

Variables

p514507

Bad mood

pParent

Condition: if (25004 <> 2)

81112 How often in the past year ... was your (male) partner in a bad mood at home due to something that happened at work?

Condition: if (25004 = 2)

81112 How often in the past year ... was your (female) partner in a bad mood at home due to something that happened at work?*Read out the options if necessary.*Never [1] ☐Seldom [2] ☐Sometimes [3] ☐Often [4] ☐Very good [5] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 81113Z

Variables

p514508	Bad mood - partner	pParent
---------	--------------------	---------

35 Gender roles and traditionalism**33010 I will now read out some statements. Please tell me each time to what extent you agree to them. Men are better suited for certain professions than women. Do you completely disagree, somewhat disagree, somewhat agree or agree completely?***Don't read out instructions.*Completely disagree [1] ☐Rather disagree [2] ☐Rather agree [3] ☐Completely agree [4] ☐Refused
[-97] ☐Don't know [-98] ☐

goto 33011

Variables

p44630c	Gender roles and traditional values: Men are better suited for some professions.	pParent
---------	--	---------

33011 The proportion of women in politics should be equal to that of men. Do you completely disagree, somewhat disagree, somewhat agree or agree completely?

Don't read out instructions.

Completely disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Completely agree [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 33012

Variables

p44630d	Gender roles and traditional values: Equal representation of men/women in politics	pParent
---------	--	---------

33012 Women can use technical devices as well as men.

Read out the options if needed.

Completely disagree [1] ☐

Rather disagree [2] ☐

Rather agree [3] ☐

Completely agree [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 33013

Variables

p44630b	Gender roles: Technical devices	pParent
---------	---------------------------------	---------

33013 The man's job is to earn money; the woman's job is to take care of the household and family.*Read out instructions if necessary.*

Completely disagree [1]

☐

Rather disagree [2]

☐

Rather agree [3]

☐

Completely agree [4]

☐*Refused
[-97]*☐*Don't know [-98]*☐*goto 33016Z***Variables**

p44613a

Gender roles and traditional values: Traditional division of tasks in the family

pParent

36 Cultural capital**37001 Now let's talk about questions that refer to you personally. How much time do you spend on reading in your free time on a normal working day?***Here all possible reading opportunities should be recorded. In addition to printed books and newspapers, e-mails or texts on the internet are included. If the respondent indicates that they are unemployed: Please refer your answer to a normal weekday. Please enter "0" if the respondent does not read at leisure.*

|_|_| Hours

Range: 0 - 24

|_|_| Minutes

Range: 0 - 60

*goto 37002***Variables**

p34001a_g1

Quantity reading – spare time, workday (summarized)

pParent

37002 How much time do you spend on reading on a day off?

Here all possible reading opportunities should be recorded. In addition to printed books and newspapers, e-mails or texts on the internet are included. If the respondent indicates that they are unemployed: Please refer your answer to a day without any important appointments, for example the weekend. Please enter "0" if the respondent does not read at leisure.

|_|_| Hours

Range: 0 - 24

|_|_| Minutes

Range: 0 - 60

goto 37004

Variables

p34001c_g1	Quantity reading – spare time, day off (summarized)	pParent
------------	---	---------

37004 How many books do you have about in your home? As an aid: about 40 books fit on one meter of shelf.

Read answer options aloud. This includes books of all people living and keeping house together with you in the household. If necessary: do not count newspapers and magazines. Books in a foreign language should be included.

0 to 10 books [1] ☐

11 to 25 books [2] ☐

26 to 100 books [3] ☐

101 to 200 books [4] ☐

201 to 500 books [5] ☐

More than 500 books [6] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 37005

Variables

p34005a	Number of books	pParent
---------	-----------------	---------

37005 [MF] Are the following in your home...

Please also count classical literature written in foreign languages if applicable.

	Not specified [0]	Specified [1]
... classical literature, e.g. by Goethe?	<input type="checkbox"/>	<input type="checkbox"/>
... a dictionary?	<input type="checkbox"/>	<input type="checkbox"/>
... books with poems?	<input type="checkbox"/>	<input type="checkbox"/>
... a library membership card?	<input type="checkbox"/>	<input type="checkbox"/>
... works of art, e.g. paintings?	<input type="checkbox"/>	<input type="checkbox"/>
Refused	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>
None of the above	<input type="checkbox"/>	<input type="checkbox"/>

goto 37006

p38802_1 1: ... klassische Literatur, z.B. von Goethe?

p38802_2 2: ... ein Wörterbuch?

p38802_3 3: ... Bücher mit Gedichten?

p38802_4 4: ... einen Bibliotheksausweis?

p38802_5 5: ... Kunstwerke, z.B. Gemälde?

p38802_vw: verweigert

p38802_wn: weiß nicht

p38802_nd: nichts davon

[0: nicht genannt]

[1: genannt]

BUTTONS: verweigert (p38802_vw), weiß nicht (p38802_wn), nichts davon (p38802_nd)

Variables

p34006d	HOMEPOS:... classical literature, e.g. by Goethe?	pParent
p34006h	HOMEPOS:... a dictionary?	pParent
p34006e	HOMEPOS:... books with poems	pParent
p34006j	HOMEPOS:... a library membership card	pParent
p34006f	HOMEPOS:... works of art, e.g. paintings	pParent

37006 [NCS] Now we want to address further activities one can do during one's spare time. It does not matter whether you did this together with <name of target child> or with others or alone. How many times did you do the following things in the last 12 months: ...watched a movie at the cinema?

Read out answer categories.

Never [1] ☐

Once [2] ☐

2 to 3 times [3] ☐

4 to 5 times [4] ☐

More than 5 times [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 37007

Variables

p34009a	Participation in high culture: Museum, art exhibition	pParent
---------	---	---------

37007 [NCS] Now we want to address further activities one can do during one's spare time. It does not matter whether you did this together with <name of target child> or with others or alone. How many times have you done the following things in the last 12 months: ...watched a movie at the cinema?

Read out answer categories. If questions arise: It does not matter if you did that alone or together with others.

Never [1] ☐

Once [2] ☐

2 to 3 times [3] ☐

4 to 5 times [4] ☐

More than 5 times [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 37008

Variables

p34009b	Participation in high culture: Cinema	pParent
---------	---------------------------------------	---------

37008 [NCS] Now we want to address further activities one can do during one's spare time. It does not matter whether you did this together with <name of target child> or with others or alone. How many times have you done the following things in the last 12 months: ...visited an opera, a ballet or a classical concert?

Read out answer categories if needed. If questions arise: It does not matter if you did that alone or together with others.

Never [1] ☐

Once [2] ☐

2 to 3 times [3] ☐

4 to 5 times [4] ☐

More than 5 times [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 37009

Variables

p34009c	Participation in high culture: Opera, ballet, classical concert	pParent
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37009 [NCS] Now we want to address further activities one can do during one's spare time. It does not matter whether you did this together with <name of target child> or with others or alone. How many times have you done the following things in the last 12 months: ...been to the theater?

Read out answer categories if needed. If questions arise: It does not matter if you did that alone or together with others.

Never [1] ☐

Once [2] ☐

2 to 3 times [3] ☐

4 to 5 times [4] ☐

More than 5 times [5] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 37010

Variables

p34009d	Participation in high culture: Theater	pParent
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37010 [NCS] Now we want to address further activities one can do during one's spare time. It does not matter whether you did this together with <name of target child> or with others or alone. How many times have you done the following things in the last 12 months: ...visited a rock or pop concert?

Read out answer categories if needed. If questions arise: It does not matter if you did that alone or together with others.

Never [1]	<input type="checkbox"/>
Once [2]	<input type="checkbox"/>
2 to 3 times [3]	<input type="checkbox"/>
4 to 5 times [4]	<input type="checkbox"/>
More than 5 times [5]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
goto 37014Z	

Variables		
p34009e	Participation in high culture: Rock or pop concert	pParent

37 Residence

68102 Now some questions about your household. At first I would like to record your current place of residence. Please tell me the exact name of this place and/or the municipality!

Please select from the list of municipality names!

[Town/municipality list] [9999999]	<input type="checkbox"/>
Changing locations [-20]	<input type="checkbox"/>
Ort not in list [-96]	<input type="checkbox"/>
Refused [-97]	<input type="checkbox"/>
Don't know [-98]	<input type="checkbox"/>
if (68102 = -96) goto 68103 if (68102 = -97,-98) goto 68104 if (68102 <> -96, -97, -98) goto 68105Z	

Variables		
p751001_g1	Place of Residence (RS West/East)	pParent
p751001_g2R	Place of Residence (Federal State)	pParent

38 Household context

27001 How many people are living together with you in one household – including you and the children?

This refers to all people living and working together with you in the household.

|_|_|_| People

Range: 1 - 40

if (27001 = 2 to 40, -97, -98) goto 27002
if (27001 = 1) goto 27003Z

Variables

p741001	Household size	pParent
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Condition: if (27001 <> -97, -98)

27002 How many of these <27001> people are under 14 years old?

Condition: if (27001 = -97, -98)

27002 How many people in your household are under the age of 14?

This refers to all people living and working together with you in the household. Under 14 years means that the child has not yet reached his/her 14th birthday.

|_|_|_| People

Range: 0 - 40

goto 27003Z

Variables

p742001	People under the age of 14 in the household	pParent
---------	---	---------

39 Household income**28001 In many areas, child care and education can be costly. This section is about all earnings of your whole household: What is the current monthly household income of all household members? Please state the net amount, after deduction of all taxes and social security contributions. In your calculation, please include regular payments such as pensions, rent allowance, parental and child allowance, student loans/grants, alimony payments, unemployment benefits, etc.!**

If net income is not known exactly: Let interviewee estimate the monthly amount. Refer to anonymity. If net income is unclear: „Please state the sum that you received after the deduction of taxes and social security contributions.

|_|_|_|_|_|_|_| Euros

Range: 0 - 999,999

if (28001 = -97, -98) goto 28002
if (28001 <> -97, -98) goto 28006Z

Variables

p510005	Monthly household income, open	pParent
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28002 It would really help us if you could at least roughly allocate your answer to one of the following categories. Is your net household income less than 2000 euros, 2000 to less than 4000 euros, or 4000 euros and more per month?

If this is not known exactly, ask for a monthly estimate. Mention anonymity. If there are uncertainties about the net income: "Please tell me the amount you receive after all taxes and social security contributions have been deducted."

Less than 200 Euros [1] ☐

Between 2,000 and 4,000 Euros [2] ☐

4,000 Euros or more [3] ☐

Refused [-97] ☐

Don't know [-98] ☐

if (28002 = 1) goto 28003
if (28002 = 2) goto 28004
if (28002 = 3) goto 28005
if (28002 = -97, -98) goto 28006Z

Variables

p510006	Monthly household income, split	pParent
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28003 Can you tell me if it is less than 1000 euros, 1000 to less than 1500 euros, or 1500 euros and more per month?

If this is not known exactly, ask for a monthly estimate. Mention anonymity. If there are uncertainties about the net income: "Please tell me the amount you receive after all taxes and social security contributions have been deducted."

Less than 1,000 euros [1] ☐

1,000 to less than 1,500 euros [2] ☐

1,500 to less than 2,000 euros [3] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 28006Z

Variables

p510007	monthly household income, categories under 2,000 euros	pParent
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28004 Can you tell me if it is less than 2500 euros, 2500 to less than 3000 euros, or 3000 euros and more per month?

If this is not known exactly, ask for a monthly estimate. Mention anonymity. If there are uncertainties about the net income: "Please tell me the amount you receive after all taxes and social security contributions have been deducted."

2,000 to less than 2,500 euros [4] ☐

2,500 to less than 3,000 euros [5] ☐

3,000 to less than 4,000 euros [6] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 28006Z

Variables

p510008	Monthly household income, classes between 2,000 and 4,000 euros	pParent
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28005 Can you tell me if it is less than 5000 euros, 5000 to less than 6000 euros, or 6000 euros and more per month?

If this is not known exactly, ask for a monthly estimate. Mention anonymity. If there are uncertainties about the net income: "Please tell me the amount you receive after all taxes and social security contributions have been deducted."

4000 to 5000 Euros [7] ☐

5000 to under 6000 Euros [8] ☐

6.000 Euros or more [9] ☐

Refused [-97] ☐

Don't know [-98] ☐

goto 28006Z

Variables

p510009	Monthly household income, classes under 4000 Euros	pParent
---------	--	---------

40 Knowledge items

76133 The issue education and especially the transition from the end of the elementary school period has many aspects that are not always known to the general public. I will now read some statements to you. Please indicate for each statement whether it is true, not true, or if you don't know. The child !!has to!! attend the school type that is recommended at the end of elementary school !!in every case!!.

Read out instructions. In case of yes/no answers, ask: „True, not true, or don't know?“

True [1] ☐

Not true [2] ☐

Don't know [3] ☐

Refused [-97] ☐

goto 76134

Variables

p445510	Knowledge elementary school transition_Transition recommendation	pParent
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76134 In order to attend the Gymnasium [type of school leading to upper secondary education and Abitur], the child needs a grade average of at least 2 in the subjects Math and German.

Read out instructions if necessary. In case of yes/no answers, ask: „True, not true, or don't know? If unclear: This is about the regulation in the state in that your child attends school.

True [1] ☐

Not true [2] ☐

Don't know [3] ☐

Refused [-97] ☐

if (p44552 <> 2) goto 76101Z
if (p44552 = 2) goto 76135

Variables

p445520	Knowledge elementary school transition_Grades2	pParent
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76135 [MF] Why do you think this statement is not true? I will now read out different possible reasons. You can also give me more than of these reasons.

Every answer instructions should be read out. After every statement, wait for a short time whether it applies according to the interviewee. Even if a stated reason applies, the remaining reasons should be read out as well.

	Not specified [0]	Specified [1]
1: Because the grades have to better	<input type="checkbox"/>	<input type="checkbox"/>
2: Because the grades could be worse	<input type="checkbox"/>	<input type="checkbox"/>
3: Because the grades in other subjects are equally as important or more important	<input type="checkbox"/>	<input type="checkbox"/>
4: Because there is no defined grade average	<input type="checkbox"/>	<input type="checkbox"/>
5: Because the wish of the parents is decisive, not the grades	<input type="checkbox"/>	<input type="checkbox"/>
6: Because other skills are important, such as the social behavior	<input type="checkbox"/>	<input type="checkbox"/>
7: Because of another reason	<input type="checkbox"/>	<input type="checkbox"/>
Refused	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

goto 76101Z

p44553_1 1: weil die Noten besser sein müssen

p44553_2 2: weil die Noten schlechter sein können

p44553_3 3: weil die Noten in anderen Fächern genauso wichtig oder wichtiger sind

p44553_4 4: weil es keinen festgelegten Notenschnitt gibt

p44553_5 5: weil der Elternwunsch entscheidend ist, nicht die Noten

p44553_6 6: weil auch andere Fähigkeiten eine Rolle spielen, wie das Sozialverhalten

p44553_7 7: aus einem anderen Grund

p44553_vw: verweigert

p44553_wn: weiß nicht

[0: nicht genannt]

[1: genannt]

BUTTONS: verweigert [p44553_vw], weiß nicht [p44553_wn]

Variables		
p445531	Knowledge transition_Grades2: Better grades	pParent
p445532	Knowledge transition_Grades2: Worse grades	pParent
p445533	Knowledge transition_Grades2: Grades other subjects	pParent
p445534	Knowledge transition_Grades2: No grade average	pParent
p445535	Knowledge transition_Grades2: Parents	pParent
p445536	Knowledge transition_Grades2: Other competencies	pParent
p445537	Knowledge transition_Grades2: Other reason	pParent

76139 Now I have some questions about the duration of the school attendance. Could you please tell me how many years one has to attend school in order to obtain the leaving certificate of the Hauptschule? Please include the time spent in elementary school.

If the term „leaving certificate of the Hauptschule“ is unknown: Other related terms are leaving certificate of the Mittelschule [type of school in Saxony offering basic and intermediate secondary education] or Berufsbildungsreife. If questioned or unclear: Meant here is the simple leaving certificate of the Hauptschule; not meant is the leaving certificate of extended. Hauptschule

|_|_| Year

Range: 0 - 20

goto 76140

Variables

p445600	Knowledge_Duration leaving certificate of the Hauptschule	pParent
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76140 And can you tell me how many years one has to attend school in order to obtain the leaving certificate of the Realschule? Please include the time spent in elementary school again.

If the term „leaving certificate of the Realschule“ is unknown: Other related terms are Mittlere Reife [leaving certificate of the Realschule], Mittlerer Abschluss oder Fachoberschulreife [certificate qualifying to study at Fachoberschule or Berufsfachschule].

|_|_| Year

Range: 0 - 20

goto 76141

Variables

p445610	Knowledge_Duration leaving certificate of the Realschule	pParent
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76141 And how many years does one have to attend school in order to obtain the Abitur [university entrance qualification]? Please include the time spent in elementary school again.

The button „12 or 13 years“ should only be used when both are stated simultaneously.

|_|_| Years

12 or 13 years [-20]

☐

Range: 0 - 20

goto 76102Z

Variables

p445620	Knowledge_Duration Abitur	pParent
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76129 There are different educational and vocational training systems in Germany. I have some questions related to this for you. Can you tell me what is meant by a "dual vocational training system" in Germany?

Read out instructions. If the interviewee answers with „the second“ or „the third“, read out the particular answer instructions again and make sure that the interviewee is referring to them.

Having two vocational training qualifications [1] ☐

The fact that someone does a vocational training program and studies at the same time [2] ☐

The combination of school education in vocational schools and practical vocational training in the firm [3] ☐

The separation between the first and second apprenticeship year [4] ☐

Don't know [5] ☐

Refused
[-97] ☐

goto 76142

Variables

p31562a	Knowledge about options_Definition dual vocational training system	pParent
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76142 There are different educational and vocational training systems in Germany. I have some questions related to this for you. Can you tell me what the term "Fachhochschulreife" means?

Read out instructions. If the interviewee answers with „the second“ or „the third“, read out the particular answer instructions again and make sure that the interviewee is referring to it.

The completion of a craftsman master qualification [1] ☐

A degree from a university of applied sciences [2] ☐

A qualification entitling higher education at a university of applied sciences [3] ☐

A different word for Abitur [4] ☐

Don't know [5] ☐

Refused
[-97] ☐

goto 76103Z

Variables

p31561a	Knowledge_ Fachhochschulreife	pParent
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41 Satisfaction with school

39101	Now I would like to ask you how satisfied you are with your child's school. To what extent do the following statements apply to you? School hours, i.e. start and end of classes as well as lunch breaks, nicely fit our daily family life.
<i>Read answer categories aloud.</i>	
Does not apply [1]	<input type="checkbox"/>
Does not really apply [2]	<input type="checkbox"/>
Applies to some extent [3]	<input type="checkbox"/>
Does apply [4]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
goto 39102	

Variables		
p286711	Satisfaction school - school hours	pParent

39102	[NCS] Now I would like to ask you how satisfied are you with your child's school. To what extent do the following statements apply to you? The equipment and condition of the rooms in <name of target child>'s school are good.
<i>Read answer categories aloud.</i>	
Does not apply [1]	<input type="checkbox"/>
Does not really apply [2]	<input type="checkbox"/>
Applies to some extent [3]	<input type="checkbox"/>
Does apply [4]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
goto 39103	

Variables		
p286712	Satisfaction school – equipment and rooms	pParent

39103 [NCS] Now I would like to ask you how satisfied are you with your child's school. To what extent do the following statements apply to you? The teachers try to meet <name of target child>'s needs.

Read answer categories aloud only if necessary.

Does not apply [1] ☐

Does not really apply [2] ☐

Applies to some extent [3] ☐

Does apply [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 39104

Variables

p286713	Satisfaction school - meet child's needs	pParent
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39104 [NCS] Now I would like to ask you how satisfied are you with your child's school. To what extent do the following statements apply to you? The performance demands placed on <name of target child> are too high.

Read answer categories aloud only if necessary.

Does not apply [1] ☐

Does not really apply [2] ☐

Applies to some extent [3] ☐

Does apply [4] ☐

Refused
[-97] ☐

Don't know [-98] ☐

goto 39105

Variables

p286714	Satisfaction school - performance demands	pParent
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39105 **Now I would like to ask you how satisfied are you with your child's school. To what extent do the following statements apply to you? All in all, I am satisfied with <name of target child>'s school.**

Read answer categories aloud only if necessary.

Does not apply [1]	<input type="checkbox"/>
Does not really apply [2]	<input type="checkbox"/>
Applies to some extent [3]	<input type="checkbox"/>
Does apply [4]	<input type="checkbox"/>
<i>Refused</i> [-97]	<input type="checkbox"/>
<i>Don't know</i> [-98]	<input type="checkbox"/>
<i>goto 39106Z</i>	

Variables		
p286715	Satisfaction school - general	pParent